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ABSTRACT

The final report of the year-long program that introduced career education into the Bowling Green Independent School System, Warren County, Kentucky, is presented. The main objective of the study reported was to supply an empirical data base on which decisions could be made at the local, regional, and State level regarding career education program development, implementation, and refinement. Five data collection instruments and two measurement devices were developed to gather data from teachers, counselors, administrators, parents, and pupils in the nine public schools of the system. The data are presented in 57 tables. Complete anonymity of respondent identity was maintained, negating any direct follow up attempts. Research methods and procedures are extensively discussed, including a review of literature, instrument development, data collection, and data analysis. The findings are summarized in a list of 50 summary statements. Appended material takes up half of the document and includes: the teacher, counselor, administrator, parent, and student surveys; scoring key; and regression analysis variable lists and summary tables. It is stated that large portions of the findings presented can be generalized to other educational agencies involved with career education programs. (LH)

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# FINAL REPORT

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# CHAPTER I

## INTRODUCTION

The Kentucky State Department of Education has allocated considerable resources for the development, introduction, and implementation of career education in the Bowling Green Independent School System, Warren County, Kentucky. This research report reflects the results of a twelve month study relative to that venture. Samples of teachers, counselors, administrators, parents, and pupils, representing nine schools comprised the major sources of data.

## NEED FOR THE STUDY

Following the passage of the 1968 Amendments to the Vocational Education Act of 1963, increased emphasis has been given to what has become known as career education. The Kentucky State Department of Education in general and the Bureau of Vocational Education in particular have been rigorously involved in establishing career education as a major educational priority in the Commonwealth. Priorities have necessarily been placed on concept and program development, introduction, and implementation. A need, however, has existed for the conduct of activities designed to give special attention to the acquisition and analysis of empirical data retrieved from personnel responsible for actual implementation at the operational level.

The researcher assumes that effective and pervasive career education implementation can only occur when the local teacher, counselor, or administrator understands and, consequently, feels good about the concept. Such information combined with other supplementary data, could and should be used for further program development, refinement, and planning.

## OBJECTIVE OF THE STUDY

It was the objective of this study to provide decision makers at the local, regional, and state levels with an empirical data base such that the best possible decisions regarding career education program development, introduction, implementation, enhancement, and refinement could be made.

## DELIMITATIONS AND LIMITATIONS OF THE STUDY

The Bowling Green Independent School System incorporates nine public schools: seven elementary schools, one junior high school, and one high school. All schools were utilized for study. The findings, therefore, relate to the personnel associated either directly or indirectly with those schools. However, the researcher is of the opinion that large portions of the findings can be generalized to other educational agencies which are involved in or planning to become involved in functional career education programs.

Another limitation of the study stemmed from the project director's desire for complete candidness and objectivity on the part of the five major samples from which data was collected (teachers, counselors, administrators, parents, and pupils). In doing so, complete anonymity of respondent identity was pledged. Therefore, no direct method of non-respondent follow-up was attempted. The study, therefore, suffered a less than 100 percent instrument return rate from all samples except the pupil sample. It should be noted, however, that indirect follow-up procedures were employed.

A final major limitation lay with instrumentation and time constraints. Because the study, in large part, concerned itself with the collection of data from five major samples, development of five data collection instruments and two measurement devices was necessary. Although the instruments were field-tested two or more times and reliability and validity checks effected, they have not been subjected to some of the most rigorous tests of extensive validation and reliability characteristic of standardized measurement and data collection devices.

## DEFINITION OF TERMS

Career Education -- A comprehensive, systematic educational program which provides relevant and cumulative experiences designed for all individuals, all levels, all ages, to achieve maximum success in the preparation and performance of various life roles: (1) a producer and consumer of goods and services; (2) a member of a family group; (3) a participant in the social and political life; (4) a participant in avocational pursuits; (5) a participant in aesthetic, moral, and religious concerns. (Kentucky Department of Education, Unpublished Career Education Report of the Writing Team for Kentucky's Career Education Position Paper, June, 1973, p. 11)

Knowledge -- The range of one's information or understanding.[1]

Attitude -- Tendencies to respond to people, institutions, or events either positively or negatively.[2]

Administrator -- Principal or head teacher of a public school

In-House-Funds -- Monies which are part of a school's or school system's regular operational budget

BGCCEM -- Abbreviated form of the Bowling Green Comprehensive Career Education Model

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[1] A. Merriam Webster, Webster's Seventh New Collegiate Dictionary (G. & C. Merriam Company, Springfield, Massachusetts, 1971), p. 469.

[2] Chaplin, J. P., Dictionary of Psychology (Dell Publishing Co., New York, 1973), p. 42.

# CHAPTER II

# RESEARCH METHODS AND PROCEDURES

## Introduction

This study was divided into four major phases: (1) review of related literature; (2) instrument development; (3) data collection; and (4) data analysis. This chapter describes phases 1, 2, and 3.

## Review of Related Literature

During the initial phase of this project, the researcher conducted a comprehensive review of existing literature relative to:

1. theoretical bases of career education
2. the development of career education
3. definitions of career education
4. principles and concepts of career education
5. goals of career education
6. career education legislation
7. career education issues
8. research and evaluation of career education programs
9. the structure and operation of the Bowling Green Comprehensive Career Education Model

The following major resources were utilized as part of the literature review:

1. Educational Resources Information Center (RIE, AIM, ARM, CIJE)
2. Dissertation Abstracts
3. Education Index
4. Minutes, speeches, and reports of inservice, workshop and evaluation activities conducted as part of the Bowling Green Comprehensive Career Education Model (BGCCEM)
5. Quarterly and final reports of the BGCCEM
6. Final report of "Analysis of Problems Encountered by Classroom Teachers Associated with their Involvement in the Kentucky Regional Career Education Development Project" (M. Eugene Harryman, Western Kentucky University, 1973)

The literature review identified career education concepts and principles for which there existed a high degree of consensus by recognized authorities. Additionally, an exhaustive study of career education issues and concerns was conducted. This literature review provided great assistance relative to the development of an instrument to measure, in part, both knowledge of and attitude toward career education. Thirdly, the literature review provided a necessary operational frame of reference.

## Sample Selection

### Schools

This study concerned itself with investigating the development and implementation of career education on a system-wide basis. The Bowling Green Independent School System incorporates nine public schools in Warren County, Kentucky. Since all schools in the system were actively involved in career education, the total population of schools was utilized for study. This population had the following stratification:

1. Seven elementary schools (grades 1 through 7)
2. One junior high school (grades 8 through 9)
3. One high school (grades 10 through 12)

### Personnel

The scope of this study included gathering data from major sources essential to a functional career education program in any setting; the home, school, and community. Consequently, the following comprised the major sample groups of this study:

1. All teachers of record employed in the Bowling Green Independent School System
2. The head administrator of each public school in the Bowling Green City Schools
3. All practicing public school counselors in the Bowling Green Public Schools
4. Fifty ninth grade pupils attending Bowling Green Junior High School
5. 500 randomly selected parents of pupils who were attending the schools of concern in this study. The parent sample was proportionally stratified as follows:
    a) 200 parents of elementary pupils
    b) 150 parents of middle school pupils
    c) 150 parents of high school pupils

## Instrument Development

The data collection instruments utilized in this study were designed to answer certain questions relative to the particular group being surveyed. Because five different groups were surveyed, five instruments of varying and complete difference were developed. The following will describe the development of instruments utilized in this study.

### Career Education Educator Surveys

A survey instrument was developed for each type of professional educator of concern in this study; teacher, counselor, administrator. The "Career Education Teacher Survey", "Career Education Counselor Survey," and "Career Education Administrator Survey" essentially sought to answer the following major QUESTIONS OF ITS UNIQUE SAMPLE GROUP:

1. What are the general characteristics of teachers, counselors, and administrators of record?

2. What type of workshop and/or inservice format was most and least effective in increasing teachers', counselors', and administrators' knowledge and understanding of career education?

3. What type of resource person was most and least successful in increasing teachers', counselors', and administrators' knowledge and understanding of career education?

4. What kind of professional activity was most and least effective in increasing teachers', counselors', and administrators' knowledge and understanding of career education?

5. To what extent did teachers, counselors, and administrators involve community personnel in career education activities and what were the effective methodologies utilized for initiating involvement?

6. What is the knowledge of teachers, counselors, and administrators relative to career education?

7. What is the attitude of teachers, counselors, and administrators relative to career education?

8. What are the best predictors of teachers', counselors', and administrators' attitude toward and knowledge of career education?

9. What are the factors which influence teaching, counseling, and administering from a career education perspective; what kind of influence do these factors exert independently; and how strong of an influence is exerted by each factor?

Additionally the researcher attempted to test the following null hypotheses:

1. There is no significant relationship between knowledge of and attitude toward career education on the part of teachers, counselors, and administrators.

2. There is no significant difference between elementary teachers, middle-school teachers, and high school teachers relative to their knowledge of and attitude toward career education.

For purposes of parsimony in this report, DISCUSSION CONCERNING the development of THE THREE EDUCATOR INSTRUMENTS SHALL BE taken collectively and henceforth REFERRED TO AS "CAREER EDUCATION EDUCATOR SURVEYS."

The career education educator surveys were developed in five sections. Section I sought to provide the researcher with respondent census data. Section II was concerned with identification of effective and ineffective inservice and workshop formats, resource persons, and independent respondent activities. Sections III and IV incorporated the measurement devices for knowledge of and attitude toward career education respectively. Section V was concerned with factors influencing the development and implementation of career education programs at the local operational level.

Section III of the career education educator surveys attempted to measure knowledge of career education. A twenty item true-false format was deemed most desirable considering the eventual operational constraints of total instrument length and respondent time required for instrument completion. To establish a pool of potential items designed to measure knowledge, the following procedures were utilized: (1) the previously noted literature review provided the researcher with a pool of assumptions and principles agreed upon by most authorities in career education; (2) attendance at inservice and workshop activities of the BGCCEM [illegible] an analyses of quarterly and final project reports allowed the researcher access to information disseminated at the local level via consultants and various forms of media. Consequently, a supplementary item pool was established based upon what those at the local level had been "given" regarding what career education "was"; (3) numerous interviews were conducted with Dr. M. Eugene Harryman, Office of Educational Research, Western Kentucky University, regarding research he had conducted in Kentucky Vocational Region 3 dealing with problems teachers encountered as they implemented career education. The researcher was able, therefore, to identify problem areas which may have been related to a lack of understanding of career education. Consequently, a third pool of potential items was developed by the research staff.

The pools described above yielded a total of eighty cognitive items. The researcher then selected thirty-five items which appeared most clear, concise, and factual. These items were submitted to a panel of eight judges as a check for content/face validity. The panel was comprised of two vocational teacher educators, two counselor educators, two general teacher educators and two career education project administrators/directors. Based upon item critiques by the judges, twenty items were tentatively selected to be those used to measure educators' knowledge of career education. The twenty items were rewritten such that 55% were worded factually incorrect. A table of random numbers was utilized to position each knowledge item in Section III. The total section draft was then administered to a panel of fourteen teachers, teacher educators, counselors, and counselor educators at Western Kentucky University. This administration allowed for an additional item analysis, critique, and refinement prior to field-testing.

Section IV of the educator surveys was designed to measure the attitude of teachers, counselors and administrators toward career education. The researcher chose a modified Likert Method of Summated Ratings as the methodology for attitude measurement. The literature review, with particular attention given to reports by the BGCCEM and Harryman's research, led to the development of an attitudinal item pool. Additionally, graduate students in two sections of Research

Methods (a graduate education course) at Western Kentucky University were asked to generate five positive and five negative attitudinal statements per student regarding career education. Taken collectively, these strategies provided the researcher with approximately 100 different attitudinal statements regarding career education.

Utilizing criteria established by Edwards,[3] for item deselection, the researcher was able to narrow the pool to 35 potential statements. The Thurstone Item Development Method of Equal Appearing Intervals was then utilized for the selection of final items.

Eleven differentiated judges were selected to evaluate the pool of attitudinal items. The items were reporduced on 3 x 5 cards and the judges categorized the item pool individually. Judges were instructed to ignore their own feelings as they placed the items along an eleven point continuum from extremely favorable toward the concept to extremely unfavorable. Each statement's placement was recorded and median scores were struck per item. Those items with the widest spread over the favorable to unfavorable range were eliminated as being ambiguous. Twenty items were determined to be those to be utilized as field-test items.

The researcher initially intended to score the Likert items based upon their Thurstone weightings. Russell[4] had attempted a more refined attitudinal measurement utilizing this procedure than either the Likert or Thurstone procedure independently. The researcher conducted a pre-pilot and found a correlation of .96 between scores based in the Likert Method alone and scores based on the combined Thurstone-Likert. Following a conference call to Dr. Russell, the researcher decided to utilize the straight Likert scoring procedure. Russell had also found a high correlation (.98) between the two methodologies.

Section V of the educator surveys was designed to identify various influencing factors which teachers, counselors, and administrators may have encountered while implementing career education in the local setting. Additionally, the researcher attempted to assess the strength and kind (positive-negative) of influence each factor exerted. Twelve potential factors were identified and incorporated in the section. The format for Section V reflected a modified Educational Forces Inventory developed by the Far West Laboratory for Educational Research and Development.[5] Survey instruments for teachers, counselors, and administrators are found in Appendix A, B, and C respectively.

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[3] Edwards, Allen L., Techniques of Attitude Scale Construction. New York: Appleton - Century - Crofts, Inc., 1957. pp. 13-14.

[4] Russell, Earl B., Measurement of Change Orientation of Vocational Teachers; Center for Vocational Technical Education; The Ohio State University, 1972.

[5] Rader, Nicholas F., Implementation of the Responsive Program: A Report on Four Planned Variation Communities, Far West Laboratory for Educational Research and Development, March, 1973.

## Parent Survey About School

A survey instrument was developed for parents of pupils attending the Bowling Green schools (see Appendix D). The "Parent Survey About School" essentially sought to answer the following major questions of parents who have children in the Bowling Green Independent School System:

1. What are the general census characteristics of parents who have children attending the schools?
2. If parents wished to know more about school programs, whom would they ask first?
3. What is the best method of making parents aware of various school programs?
4. Are parents cognizant of career education in the local schools and if so, what led to the awareness?
5. Do parents like the career education programs?
6. Are parents of the opinion that pupils should begin to make career plans while they are still in school?
7. Are the parents sampled of the opinion that pupils are provided with enough career guidance in school?
8. Are the parents who were sampled of the opinion that schools should provide assistance with job placement?
9. Are the parents who were sampled of the opinion that pupils would be able to make better career plans if exposed to different types of jobs, trades, and professions; and if so, should this exposure be part of the regular school program?
10. Have the parents sampled been asked to participate in some career education activity for a local school; and if so, what kinds of activities?
11. Would the parents sampled be willing to help arrange for pupils to visit where they work or go to a local school and talk with pupils about their jobs and/or hobbies?
12. What kind of students do the sampled parents feel attend vocational schools?
13. For what kind of student do the sampled parents think vocational school classes are designed?
14. What three specific things do the parents sampled like best and least about their local public schools?

To answer the questions posed above, a five page instrument was developed. The survey instrument was divided into three sections.

Section I dealt with all questions enumerated above except census data and specific likes and dislikes about local schools. Section II dealt with census data to include income, race, educational level, etc. The census section was placed in Section II and not Section I to reduce the risk of parents mis-interpreting the researchers intent.

Section III dealt with two, three-part, open-ended questions concerning school likes and dislikes. Item format of the Parent Survey About School was predominately of the multiple-choice and yes-no response type.

Following its development, the instrument was analyzed for reading level and difficulty by the Area of Reading Services, College of Education, Western Kentucky University. The researcher was seeking a sixth grade difficulty level. The analysis revealed a sequential progression in difficulty level from grade five on page one to grade ten on page four. The instrument was revised and analyzed for difficulty twice more before a predominant sixth grade difficulty level was established.

Career Education Student Interview Guide

To conduct student interviews, the researcher chose the structured-group written response interview procedure. The structured interview guide (see Appendix E) was designed to seek answers to the following major questions from the students sampled:

1. What are the general census characteristics of the pupils in this study?
2. What are the post secondary plans of the pupil sample?
3. At what point are the pupils relative to making a career decision?
4. What are considered by the pupils to be the most important things a career could offer?
5. Have the pupils sampled held part or full-time employment?
6. During the past twelve months, to whom did pupils talk most relative to career plans?
7. What do the terms "career education" and "vocational education" mean to the pupils sampled?
8. Are pupils aware of the career education program, and if so, do they like it?
9. Do pupils perceive their teachers as liking career education?
10. Do pupils feel that the utilization of resource persons in the classroom is worthwhile, and if so, is more exposure desirable?

11. Do pupils perceive a more realistic relationship between school and the "outside world" as a result of career education?

12. What do pupils perceive as the strengths and weaknesses of their school's career education program to be and what suggestions for improvement would they make?

13. What do pupils perceive to be the greatest strengths and weaknesses of their local schools?

14. Who has most assisted pupils relative to establishing post-secondary plans; and to what degree?

## Major Instrument Revisions

Following the development of data collection instruments, the researcher continued validation and refinement procedures within existing time constraints.

All instruments were submitted to faculty of the: 1) Center for Career and Vocational Teacher Education; 2) Office of Educational Research; and 3) Department of Counselor Education, Western Kentucky University. The researcher asked that the instruments be critiqued for both content and format. Appropriate modifications were initiated when two or more reviewers made similar recommendations relative to a particular instrument, section, or item.

Following the in-house critique enumerated above, the "Career Education Teacher Survey" was field-tested in a Western Kentucky University extended campus class in Louisville, Kentucky. Graduate students in Education 500 (Research Methods) participated in filling out and critiquing the survey. All field-test participants were employed public school teachers, counselors, or administrators. It was necessary to test only the teacher instrument due to the similarity between it and the counselor and administrator instruments.

The results of the field-test proved to be the most valuable form of review and led to the most major revision of the instrument.

Following the procedures noted above, all instruments were submitted to the project staffs of the Regional Career Education Development Project and the Bowling Green Comprehensive Career Education Project. This review provided the researcher with particulars relative to wording and definition as specifically applied to both projects. It was assumed that reviews by the project staffs would lead to an increased probability of accurate communication with respondents via the survey instruments.

All instruments were submitted for final critique and review to the Career Education Technical Committee, Department of Education, Frankfort, Kentucky. The project's monitor tallied and summarized recommendations made by the reviewers and submitted them to the researcher. The researcher then revised as he deemed appropriate based on the committees' recommendations.

## Test-Retest Reliability Check

The above critique, review and field-test procedures yielded a high degree of content validity. However, because the educator surveys attempted to measure, in part, both knowledge of and attitude toward career education, it was necessary to conduct a reliability check of those sections which sought the knowledge and attitude measures.

The test-retest reliability procedure corrected for length by the Spearman-Brown Set-Up Formula was chosen by the researcher to be the most appropriate procedure for measuring instrument reliability.

Twenty-one graduate students enrolled in one section of Education 500 (Research Methods) at Western Kentucky University participated in the test-retest reliability check for the knowledge instrument. A one week time span elapsed between test and retest. The obtained Pearson Product Moment correlation reliability coefficient was .80. The Pearson Product Moment coefficient was utilized in obtaining a further reliability coefficient utilizing the Spearman-Brown Set-Up Formula. The Spearman-Brown formula accounts for test length in estimating reliability. The reliability coefficient obtained via the Spearman-Brown formula was .89.

Twenty graduate students enrolled in one section of Education 500 (Research Methods) at Western Kentucky University participated in the test-retest reliability check for the attitude instrument. Following the same procedures outlined above, the reliability coefficient obtained utilizing the Pearson formula was .75. Corrected for length via the Spearman-Brown formula, the coefficient of estimated reliability was .86.

## Administration of Instruments

The mail questionnaire procedure was utilized for the parent sample. The "Parent Survey About School" was mailed to sample members during March, 1974. Prior to instrument dissemination, pre-letters requesting cooperation were mailed (see Appendix D). An incentive of a package of instant coffee was included, for each sample member, in the envelope containing the survey instrument. Coffee was provided gratis by the A & P Tea Company at the request of the researcher.

Following dissemination of the survey, follow-up letters of reminder and appreciation were mailed to all parent sample members (see Appendix D).

Administration of educator instruments was conducted by personal dissemination and retrieval. Prior to administering educator instruments, the researcher contacted each building principal via telephone. Appointments were made with the individual principals to explain the nature and scope of the study and to elicit their cooperation.

Following explanation of the project, the researcher requested permission to leave an instrument for the building principal, all teachers of record, and all counselors assigned to the school. The same procedure was followed in all schools in the Bowling Green School system. Usually, a seven to ten day time span elapsed before the researcher made a second contact with each building principal. This contact was designed to arrange a time for instrument retrieval. In most instances, the completed instruments were left by the respondents in a collection box in the school office.

During the initial contact with the junior high school principal, permission was granted for the conduct of student interviews. During the group interview, each student participant received a copy of the interview guide questions. The interviewer read each question and the interviewees responded in writing. The interviewer also provided clarification and explanation. The student sample (ninth graders) an intact heterogeneous required science class of fifty pupils.

# CHAPTER III

# ANALYSIS OF DATA

## Introduction

Four survey instruments and one structured interview guide were developed in an attempt to answer the questions posed in Chapter II.

The data of each sample group (teachers, counselors, administrators, parents, and pupils) are presented in this chapter. Additionally, the hypotheses tested relative to significant difference and significant relationship are presented.

## Career Education Educator Surveys

To remain parsimonious, this section will collectively present the data gathered from the "Career Education Teacher Survey," "Career Education Counselor Survey," and the "Career Education Administrator Survey."

The combined sample size for teachers, counselors, and administrators in the Bowling Green City Schools was 247. Of those 247, to whom instruments were administered, 208 were completed and collected by the researcher. This total number represented an 84% response rate. Specific return rates per educator sample are presented in Table 1.

TABLE 1

INSTRUMENT RETURN RATE FOR EDUCATOR SAMPLES

| Group | # Instruments Disseminated | # Instruments Returned | % Returned |
|---|---|---|---|
| Teachers | 230 | 195 | 85% |
| Counselors | 8 | 5 | 63% |
| Administrators | 9 | 8 | 89% |

Of the reporting teachers, approximately 75% were female and 25% male. Female counselors outnumbered male counselors four to one, and of the eight responding administrators, seven were male.

## TABLE 2

## SEX OF EDUCATOR RESPONDENTS

| | Teachers | | Counselors | | Administrators | |
|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female |
| Absolute Frequency | 47 | 145 | 1 | 4 | 7 | 1 |
| Frequency Percent | 24.5% | 75.5% | 20.0% | 80.0% | 87.5% | 12.5% |
| | (n = 192) | | (n = 5) | | (n = 8) | |

The mean age of responding teachers, counselors, and administrators was 37.7, 38.8, and 42.3 respectively. One hundred seventy-six of responding teachers were caucasian, 12 were black, one was oriental, and one fell into the "other" category. All responding counselors were caucasian, and one administrator was black.

## TABLE 3

## MEAN, MEDIAN, MODE, RANGE, AND STANDARD DEVIATION OF RESPONDING EDUCATORS' AGES

| Group | Mean | Median | Mode | Range | Standard Deviation |
|---|---|---|---|---|---|
| Teachers (n = 186) | 37.74 | 35.40 | 42 | 20-65 | 12.145 |
| Counselors (n = 5) | 38.80 | 36.87 | 37 | 37-51 | 7.63 |
| Administrators (n = 19) | 42.25 | 41.5 | 41 | 36-49 | 4.833 |

## TABLE 4

## REPORTED RACE OF EDUCATOR RESPONDENTS

| Group | Absolute Frequency Caucasian | Black | Oriental | Other | Adjusted Frequency % Caucasian | Black | Oriental | Other |
|---|---|---|---|---|---|---|---|---|
| Teachers (n = 190) | 176 | 12 | 1 | 1 | 92.6% | 6.3% | .5% | .5% |
| Counselors (n = 5) | 5 | 0 | 0 | 0 | 100.0% | 0 | 0 | 0 |
| Administrators (n = 8) | 7 | 1 | 0 | 0 | 87.5% | 12.5% | 0 | 0 |

Of the responding teachers, the mean number of years teaching experience was 12.03. Practicing counselors and administrators had an average of 11.2 and 17.5 years of teaching experience respectively prior to being employed as full-time counselors or administrators.

### TABLE 5

### YEARS TEACHING EXPERIENCE OF TEACHERS, COUNSELORS, AND ADMINISTRATORS

| Group | Mean | Median | Mode | Range | Standard Deviation |
|---|---|---|---|---|---|
| Teachers (n = 186) | 12.03 | 9.68 | 1.00 | 1-38 | 9.478 |
| Counselors (n = 5) | 11.20 | 0 | 17.00 | 2-17 | 7.950 |
| Administrators (n = 8) | 17.50 | 17.00 | 10.00 | 10-30 | 7.480 |

Responding counselors had a mean of eight years full-time counseling experience, whereas responding administrators averaged 9.6 years as educational administrators.

### TABLE 6

### YEARS EXPERIENCE AS COUNSELOR OR ADMINISTRATOR

| Group | Mean | Median | Mode | Range | Standard Deviation |
|---|---|---|---|---|---|
| Counselors (n = 4) | 8.00 | 8.00 | 8.0 | 3-13 | 4.082 |
| Administrators (n = 6) | 9.66 | 9.50 | 12.00 | 5-16 | 4.320 |

The researcher was interested in determining the amount of full-time employment outside the field of education experienced by each sample group. Mean years full-time employeemnt outside of education for teachers, counselors, and administrators was 2.17, .25, 4.0, respectively. Ninety-two teachers, three counselors, and four administrators had no previous full-time employment outside of education.

## TABLE 7

## RESPONDENT PREVIOUS FULL-TIME EMPLOYMENT OUTSIDE THE FIELD OF EDUCATION

| Group | Mean | Median | Mode | Range |
|---|---|---|---|---|
| Teachers (n = 169) | 2.17 | 0 | 0 | 0-26 |
| Counselors (n = 4) | .25 | 0 | 0 | 0-1 |
| Administrators (n = 7) | 4.0 | 4.5 | 0 | 0-12 |

The teacher sample represented 96 elementary teachers, 47 middle school teachers, and 49 high school teachers. One elementary, one middle school, and three high school counselors comprised the counselor sample. Six administrator respondents served the elementary level; one was a middle school administrator, and one was employed at the high school level. Twenty of the responding secondary teachers were teaching in a vocational education service area. Two of the responding counselors had previous vocational teaching experience. One of the responding administrators had previous vocational teaching experience. Other specifics and cross tabulations relative to sample census data are available upon request from the author. See Table 8 on the following page.

Table 9 indicates that four of the responding counselors in the Bowling Green City Schools had taken courses specific to career or vocational guidance during their professional preparation as counselors. Data in Table 10 indicates that three of the counselors had taken one course and one had taken two courses specific to career or vocational guidance. None of the respondents had taken more than two such courses.

## TABLE 8

## SCHOOL LEVELS AT WHICH RESPONDENTS ARE TEACHERS, COUNSELORS, OR ADMINISTRATORS

| Group | Absolute Frequency |  |  | Frequency Percent |  |  |
|---|---|---|---|---|---|---|
|  | Elem. Sch. | Middle Sch. | High Sch. | Elem. Sch. | Middle Sch. | High Sch. |
| Teachers (n = 192) | 96 | 47 | 49 | 50.0% | 24.5% | 25.5% |
| Counselors (n = 5) | 1 | 1 | 3 | 20.0% | 20.0% | 60.0% |
| Administrators (n = 8) | 6 | 1 | 1 | 75.0% | 12.5% | 12.5% |

## TABLE 9

## FREQUENCY AND ADJUSTED FREQUENCY PERCENT OF COUNSELORS WHO HAD AND HAD NOT TAKEN COURSES SPECIFIC TO CAREER GUIDANCE DURING THEIR COUNSELOR PREPARATION

| Response | Absolute Frequency | Adjusted Frequency % |
|---|---|---|
| Yes | 4 | 100% |
| No | 0 | 0 |
| (n = 4) | | |

## TABLE 10

## NUMBER OF COURSES TAKEN SPECIFIC TO CAREER OR VOCATIONAL GUIDANCE DURING PROFESSIONAL PREPARATION AS COUNSELOR

| No. of Courses | Absolute Frequency | Adjusted Frequency % |
|---|---|---|
| 1 | 3 | 75% |
| 2 | 1 | 25% |
| 3 or more | 0 | 0 |
| (n = 4) | | |

The first two questions in Section II of the educator instruments sought to determine which type of workshop or inservice formats had been most and least effective relative to increasing the respondents knowledge and understanding of career education. Data in Table 11 indicate that 67.7% of the RESPONDING TEACHERS CHOSE EITHER THE SINGLE-SESSION SMALL GROUP OR MULTI-SESSION SMALL GROUP formats as being most effective. Eighty percent of responding COUNSELORS CHOSE THE MULTI-SESSION SMALL GROUP format as BEING MOST EFFECTIVE. Sixty-two percent of responding administrators indicated that a COMBINATION OF MULTI-SESSION LARGE AND SMALL GROUP SESSIONS was MOST EFFECTIVE.

Relative to the least effective workshop of inservice strategy, data in Table 12 indicate that 86% of the responding teachers, 80% of the responding counselors, and 75% of responding administrators chose either the SINGLE-SESSION LARGE GROUP OR MULTI-SESSION LARGE GROUP format as being LEAST EFFECTIVE in increasing their knowledge and understanding of career education.

## TABLE 11

## MOST EFFECTIVE WORKSHOP OR INSERVICE FORMAT FOR INCREASING EDUCATOR'S KNOWLEDGE AND UNDERSTANDING OF CAREER EDUCATION

| Workshop or Inservice Format | Teachers | | Counselors | | Administrators | |
|---|---|---|---|---|---|---|
| | Abs. Fre.* | Fre.** % | Abs. Fre. | Fre. % | Abs. Fre. | Fre. % |
| A. Single-Session Small Group | 56 | 29.2% | 0 | 0 | 0 | 0 |
| B. Single-Session Large Group | 7 | 3.6% | 0 | 0 | 0 | 0 |
| C. Multi-Session Small Group | 74 | 38.5% | 4 | 80.0% | 2 | 25.0% |
| D. Multi-Session Large Group | 6 | 3.1% | 0 | 0 | 1 | 12.5% |
| E. Combination of C & D | 45 | 23.4% | 1 | 20.0% | 5 | 62.5% |
| F. Other | 4 | 2.1% | 0 | 0 | 0 | 0 |
| | (n = 192) | | (n = 5) | | (n = 8) | |

*Absolute Frequency **Frequency Percent

## TABLE 12

## LEAST EFFECTIVE WORKSHOP/INSERVICE FORMAT FOR INCREASING EDUCATORS' KNOWLEDGE AND UNDERSTANDING OF CAREER EDUCATION

| Workshop or Inservice Format | Teachers | | Counselors | | Administrators | |
|---|---|---|---|---|---|---|
| | Abs. Fre.* | Fre.** % | Abs. Fre. | Fre. % | Abs. Fre. | Fre. % |
| A. Single-Session Small Group | 12 | 6.5% | 1 | 20.0% | 2 | 25.0% |
| B. Single-Session Large Group | 89 | 47.8% | 3 | 60.0% | 4 | 50.0% |
| C. Multi-Session Small Group | 3 | 1.6% | 0 | 0 | 0 | 0 |
| D. Multi-Session Large Group | 71 | 38.2% | 1 | 20.0% | 2 | 25.0% |
| E. Combination of C & D | 11 | 5.9% | 0 | 0 | 0 | 0 |
| F. Other | 0 | 0 | 0 | 0 | 2 | 11.8% |
| | (n = 186) | | (n = 5) | | (n = 8) | |

*Absolute Frequency **Frequency Percent

Table 13 indicates the type of resource person(s) which had been most successful in increasing educator's knowledge and understanding of career education. Approximately 66% of the responding TEACHERS and 50% of the responding ADMINISTRATORS INDICATED that FACULTY WITHIN THEIR OWN SCHOOL WERE THE MOST SUCCESSFUL type resource persons for increasing their knowledge and understanding of career education. Responding counselors were relatively equally divided concerning successful resource persons.

TABLE 13

TYPE RESOURCE PERSON(S) MOST SUCCESSFUL IN INCREASING EDUCATORS' KNOWLEDGE AND UNDERSTANDING OF CAREER EDUCATION

| Type Resource Person | Teachers Abs. Fre.* | Teachers Fre.** % | Counselors Abs. Fre. | Counselors Fre. % | Administrators Abs. Fre. | Administrators Fre. % |
|---|---|---|---|---|---|---|
| Faculty in your school | 128 | 65.6% | 1 | 25.0% | 4 | 50.0% |
| University faculty from Ky. | 9 | 4.6% | 0 | 0 | 0 | 0 |
| Faculty from other schools | 24 | 12.3% | 1 | 25.0% | 1 | 12.5% |
| Personnel from the Ky. State Department of Education | 4 | 2.1% | 1 | 25.0% | 0 | 0 |
| Out-of-state Career Education Specialists | 22 | 11.3% | 1 | 25.0% | 1 | 12.5% |
| Other | 8 | 4.1% | 0 | 0 | 2 | 25.0% |
| | | (n = 195) | | (n = 4) | | (n = 8) |

*Absolute Frequency **Frequency Percent

Given options from which to choose, the researcher asked the educator sample members to indicate the type activity which had most increased their knowledge and understanding of career education. Data in Table 14 indicate teacher, counselor, and administrator responses to that question. Approximately 72% of the teachers, 80% of the counselors, and 50% of the administrators indicated that WORKSHOPS AND/OR INSERVICE MEETINGS were activities which MOST INCREASED their KNOWLEDGE AND UNDERSTANDING OF CAREER EDUCATION. Visits to other ongoing projects ranked second for teachers and counselors.

## TABLE .14

## TYPE ACTIVITY WHICH MOST INCREASED EDUCATORS' KNOWLEDGE AND UNDERSTANDING OF CAREER EDUCATION

| Type Activity | Teachers Abs. Fre.* | Teachers Fre.** % | Counselors Abs. Fre. | Counselors Fre. % | Administrators Abs. Fre. | Administrators Fre. % |
|---|---|---|---|---|---|---|
| Workshops/Inservice Meetings | 140 | 71.8% | 4 | 80.0% | 4 | 50.0% |
| University Courses | 3 | 1.5% | 0 | 0 | 0 | 0 |
| Professional Meetings | 4 | 2.1% | 0 | 0 | 0 | 0 |
| Slide/film presentations | 5 | 2.6% | 0 | 0 | 1 | 12.5% |
| Reading professional literature | 16 | 8.2% | 0 | 0 | 1 | 12.5% |
| Visits to ongoing projects | 25 | 12.8% | 1 | 20.0% | 1 | 12.5% |
| Other | 2 | 1.0% | 0 | 0 | 1 | 12.5% |
| | (n = 195) | | (n = 5) | | (n = 8) | |

*Absolute Frequency **Frequency Percent

An indicator of the degree of parental involvement in career education is presented in Tables 15 and 16. Table 15 presents data relative to whether or not teachers and counselors utilized parents in career education activities. The data indicate that 80.2% of the TEACHERS and all of the responding COUNSELORS DID INVOLVE PARENTS in such activities.

## TABLE .15

## DID TEACHERS AND COUNSELORS INVOLVE PARENTS IN CAREER EDUCATION ACTIVITIES

| Response | Teachers Absolute Frequency | Teachers Frequency % | Counselors Absolute Frequency | Counselors Frequency % |
|---|---|---|---|---|
| Yes | 154 | 80.2% | 3 | 100% |
| No | 38 | 19.8% | 0 | 0 |
| | (n = 192) | | (n = 3) | |

The ways in which parents were utilized by teachers and counselors who involved them in career education are presented in Table 16. Approximately 71% of the teachers who involved parents utilized them as RESOURCE PERSONS IN THE CLASSROOM.

PERSONAL (face to face) CONTACT appeared to be the MOST EFFECTIVE METHOD OF INITIATING PARENTAL PARTICIPATION in the school or classroom as reported by responding teachers, counselors, and administrators. Teachers ranked telephone contact as the second most effective method. The data are presented in Table 17.

TABLE 16

FREQUENCIES OF WAYS IN WHICH TEACHERS AND COUNSELORS INVOLVED PARENTS IN CAREER EDUCATION ACTIVITIES

| Type of Involvement | Teachers | | Counselors | |
|---|---|---|---|---|
| | Absolute Frequency | Frequency % | Absolute Frequency | Frequency % |
| Resource person in classroom(s) | 139 | 71.3% | 3 | 66.6% |
| Provide tours in work setting(s) | 46 | 23.6% | 2 | 33.3% |
| Provide field trip transportation | 50 | 25.6% | 0 | 0 |
| Other | 4 | 2.1% | 0 | 0 |
| | (n = 239) | | (n = 5) | |

When queried as to the most effective method of initiating EMPLOYER involvement in the school/classroom, teachers, counselors, and administrators again ranked PERSONAL CONTACT as being the MOST EFFECTIVE. These data are presented in Table 18.

All responding administrators indicated that in-house funds had been available and utilized in assisting with the implementation of career education in their respective schools. As Table 19 indicates, those FUNDS were predominately utilized to PAY FOR FIELD-TRIP TRANSPORTATION and for the PURCHASE OF RESOURCE MATERIALS.

## TABLE 17

## EDUCATOR RESPONSES CONCERNING EFFECTIVE METHODS OF INITIATING PARENTAL PARTICIPATION IN THE SCHOOL/CLASSROOM

| Method | Teachers | | Counselors | | Administrators | |
|---|---|---|---|---|---|---|
| | Abs. Fre.* | Fre.** % | Abs. Fre. | Fre. % | Abs. Fre. | Fre. % |
| Letters or correspondence sent home | 14 | 7.8% | 1 | 20.0% | 0 | 0 |
| Personal contact (face to face) | 90 | 50.0% | 3 | 60.0% | 6 | 75.0% |
| Telephone contact | 65 | 36.1% | 1 | 20.0% | 1 | 12.5% |
| Arrangements made through guidance office | 5 | 2.8% | N/A | N/A | 0 | 0 |
| PTA | 3 | 1.7% | N/A | N/A | N/A | N/A |
| Other | 3 | 1.7% | 0 | 0 | 0 | 0 |
| | (n = 180) | | (n = 5) | | (n = 8) | |

*Absolute Frequency **Frequency Percent

## TABLE 18

## EDUCATOR RESPONSES CONCERNING EFFECTIVE METHODS OF INITIATING EMPLOYER INVOLVEMENT/PARTICIPATION IN THE CLASSROOM/SCHOOL

| Method | Teachers | | Counselors | | Administrators | |
|---|---|---|---|---|---|---|
| | Abs. Fre.* | Fre.** % | Abs. Fre.* | Fre.** % | Abs. Fre. | Fre. % |
| Letters sent to business or work setting | 14 | 7.5% | 0 | 0 | 0 | 0 |
| Arrangements through guidance office | 1 | .5% | N/A | N/A | 0 | 0 |
| Personal contact | 87 | 46.8% | 3 | 60.0% | 5 | 62.5% |
| Telephone contact | 82 | 44.1% | 2 | 40.0% | 3 | 37.5% |
| Other | 2 | 1.1% | 0 | 0 | 0 | 0 |
| | (n = 186) | | (n = 5) | | (n = 8) | |

*Absolute Frequency ** Frequency Percent

### TABLE 19

### ADMINISTRATOR RESPONSES AS TO WAYS IN WHICH IN-HOUSE FUNDS WERE MOST UTILIZED IN IMPLEMENTING CAREER EDUCATION

| How Utilized | Response Frequency | Percent of Respondents |
|---|---|---|
| Purchase resource material | 5 | 62.5% |
| Payment of consultants | 3 | 37.5% |
| Field trip transportation | 6 | 75.0% |
| Purchase career guidance tests or materials | 2 | 25.0% |
| Overtime/incentive pay to faculty for curriculum development | 2 | 25.0% |
| Purchase equipment for hands-on experiences | 2 | 25.0% |
| Other | 0<br>(n = 8) | 0 |

Relative to publicizing career education, administrators were asked to indicate the type public relation activity which elicited the most favorable feedback. All administrators had initiated public relations activities. NEWSPAPER EXPOSURE and PAMPHLETS were indicated as having ELICITED THE MOST POSITIVE FEEDBACK. Table 20 indicates the data concerning effective public relations activities.

One-hundred percent of the counselors reported that STUDENTS showed an INCREASED INTEREST IN CAREER GUIDANCE following the introduction of career education in the schools. The increased interest was evidenced most by student REQUESTS FOR CAREER RELATED RESOURCE MATERIALS AND INDIVIDUAL CAREER GUIDANCE. The data are presented in Tables 21 and 22.

Correspondingly, the counselors were asked to indicate whether or not their duties had increased since becoming involved in career education. Eighty percent of the COUNSELORS sampled indicated that their DUTIES HAD INCREASED. One counselor indicated that his/her duties had not increased. Those indicating increased duties (n = 4) responded that the increase predominately took the form of COMPILING AND MAINTAINING RESOURCE FILES and PLACEMENT DUTIES. These data are presented in Table 23.

## TABLE 20

## ADMINISTRATOR RESPONSES AS TO MOST EFFECTIVE PUBLIC RELATIONS ACTIVITIES

| Type Activity | Absolute Frequency | Frequency Percent |
|---|---|---|
| Newspaper Exposure | 2 | 28.6% |
| TV/Radio Exposure | 0 | 0 |
| Pamphlet or brochure | 2 | 28.6% |
| Slide/tape presentation | 1 | 14.3% |
| Provide speakers for civic club meetings | 0 | 0 |
| Other | 2 | 28.6% |
| (n = 7) | | |

## TABLE 21

## COUNSELOR RESPONSE AS TO WHETHER STUDENTS DEMONSTRATED INCREASED INTEREST IN CAREER GUIDANCE FOLLOWING INITIATION OF CAREER EDUCATION PROGRAM

| Have Students Demonstrated Increased Interest | Absolute Frequency | Frequency Percent |
|---|---|---|
| Yes | 5 | 100.0% |
| No | 0<br>(n = 5) | 0 |

## TABLE 22

## COUNSELOR RESPONSE AS TO HOW STUDENTS HAVE DEMONSTRATED INCREASED INTEREST IN CAREER GUIDANCE

| How Increased Student Interest was Demonstrated | Absolute Frequency | Frequency Percent |
|---|---|---|
| Requests for career related resource materials | 3 | 60.0% |
| Requests for personal career guidance | 4 | 80.0% |
| Requests for interest and/or aptitude testing | 0 | 0 |
| Other | 0<br>(n = 7) | 0 |

## TABLE 23

## HOW COUNSELOR DUTIES INCREASED FOLLOWING PARTICIPATION IN CAREER EDUCATION PROGRAM

| Type of Increased Duty | Frequency of Response | Percent of Respondents |
|---|---|---|
| Coordinating field-trips | 1 | 20.0% |
| Coordinating visitation of resource persons | 1 | 20.0% |
| Compiling and maintaining resource files | 2 | 40.0% |
| Increased testing | 1 | 20.0% |
| Placement duties | 2 | 40.0% |
| Other | 0<br>(n = 5) | 0 |

Sections III and IV of the "Career Education Teacher Survey," "Career Education Counselor Survey," and "Career Education Administrator Survey" sought to measure knowledge of and attitude toward career education respectively. Summary data will be presented first. Item data for sample groups is presented later in the chapter.

A MAXIMUM SCORE on the KNOWLEDGE SUBSECTION of the survey instrument was 20. One point was allowed for each correct response. If no items were answered correctly, the score, was recorded as 0.

The MOST FAVORABLE ATTITUDE a respondent could exhibit toward career education was reflected by a total attitude SUBSECTION SCORE OF 100. A score of 60 indicated a relatively neutral attitude. More specifically, a score of 60 reflected "total undecidedness." Scores falling below 60 reflected a negative attitude with a score of 20 representing the most negative attitude possible.

As is indicated in Table 24, teachers, counselors, and administrators taken separately, yielded mean KNOWLEDGE scores of 15.81, 18.25, and 18.13 respectively. Mean ATTITUDE scores for teachers, counselors, and administrators were indicative of a favorable attitude toward career education. Mean attitude scores were 80.99, 93.75, and 93.50 respectively.

Counselors had a higher mean KNOWLEDGE score ($\bar{x}$ = 18.25) than did teachers (15.81) or administrators (18.13), however, cell sizes were drastically unequal. Counselors and administrators yielded the highest mean ATTITUDE scores ($\bar{x}$ = 93.750 and 93.500 respectively). The mean attitude score for teachers was 80.99. Again, it must be noted that cell sizes were severely disproportional.

TABLE 24

TEACHER, COUNSELOR, AND ADMINISTRATOR MEAN AND STANDARD DEVIATION MATRIX FOR KNOWLEDGE OF AND ATTITUDE TOWARD CAREER EDUCATION

| | KNOWLEDGE | | ATTITUDE | |
|---|---|---|---|---|
| Group | Mean | Standard Deviation | Mean | Standard Deviation |
| Teachers (n = 192) | 15.81 | 2.78 | 80.99 | 11.69 |
| Counselors (n = 4) | 18.25 | 1.50 | 93.75 | 5.18 |
| Administrators (n = 8) | 18.13 | 1.55 | 93.50 | 5.70 |

Junior-high school teachers exhibited a higher mean KNOWLEDGE score than did elementary teachers or high school teachers. Elementary teachers obtained a higher average score than did high school teachers. See Table 25.

## TABLE 25

## KNOWLEDGE MEAN AND STANDARD DEVIATION FOR TEACHERS TAKEN COLLECTIVELY AND BY SCHOOL LEVEL

| | All Teachers | Elementary Teachers | Middle School Teachers | High School Teachers |
|---|---|---|---|---|
| Mean | 15.81 | 16.14 | 16.28 | 15.12 |
| Standard Deviation | 2.78<br>(n = 192) | 2.32<br>(n = 96) | 2.20<br>(n = 47) | 3.07<br>(n = 49) |

Junior-high school teachers also exhibited the most favorable ATTITUDE toward career education. As was the case with knowledge measurement, elementary teachers had a higher mean ATTITUDE score than did high SCHOOL TEACHERS. See Table 26.

## TABLE 26

## ATTITUDE MEAN AND STANDARD DEVIATION FOR TEACHERS TAKEN COLLECTIVELY AND BY SCHOOL LEVEL

| | All Teachers | Elementary Teachers | Middle School Teachers | High School Teachers |
|---|---|---|---|---|
| Mean | 80.99 | 81.85 | 82.26 | 80.06 |
| Standard Deviation | 11.69<br>(n - 192) | 8.93<br>(n = 96) | 12.12<br>(n = 47) | 10.47<br>(n = 49) |

A one-way analysis of variance was utilized to test whether or not a significant difference existed between elementary, junior high, and high school teachers relative to their KNOWLEDGE of career education. Significance was found at the .05 level. Table 27 presents technical cell data.

TABLE 27

ONE WAY TEACHER KNOWLEDGE ANALYSIS OF VARIANCE SUMMARY

Cell Data

| Knowledge | Teacher Groups | Mean | Deviation |
|---|---|---|---|
| 1 | Elementary | 16.14 | 2.32 |
| 1 | Middle | 16.28 | 2.20 |
| 1 | High | 15.12 | 3.07 |

Grand Totals

| Sum | Mean | Variance | Deviation |
|---|---|---|---|
| 4302.00 | 15.91 | 6.45 | 2.54 |

| Source of Variance | Sum of Squares | Degrees of Freedom | Mean Squares | F |
|---|---|---|---|---|
| Between Groups | 41.58 | 2 | 20.79 | 3.302* |
| Within Groups | 1189.91 | 189 | 6.29 | |

*F .05 with d.f. 2, 189 = 3.04

A Scheffe' test was computed in an attempt to detect between which groups the difference lay. However a significant difference was not detected. It is the opinion of the researcher that the Scheffe' test was too rigorous a test, as the obtained F in the ANOVA was close to the critical value.

A second one-way analysis of variance was conducted to test whether or not a significant difference existed between elementary teachers, junior-high teachers, and high school teachers relative to their ATTITUDE toward career education. Significance was not found at the .05 level. Table 28 presents technical cell data.

## TABLE 28

## ONE WAY TEACHER ATTITUDE ANALYSIS OF VARIANCE SUMMARY

Cell Data

| Attitude | Teacher Groups | Mean | Deviation |
|---|---|---|---|
| 1 | Elementary | 81.85 | 8.93 |
| 1 | Middle | 82.26 | 12.12 |
| 1 | High | 30.06 | 10.47 |

Grand Totals

| Sum | Mean | Variance | Deviation |
|---|---|---|---|
| 22353.00 | 81.50 | 103.29 | 10.16 |

| Source of Variance | Sum of Squares | Degrees of Freedom | Mean Squares | F |
|---|---|---|---|---|
| Between Groups | 140.18 | 2 | 70.09 | .676* |
| Within Groups | 19585.81 | 189 | 103.63 | |

*F .05 with d.f. 2, 189 = 3.04

Comparisons of knowledge and attitude mean score results for elementary, junior-high, and high school counselors and administrators will not be made. Cell sizes were extremely small and in some cases, did not exceed an n of one. Further, the researcher felt a responsibility to protect the anonymity of respondents who could possibly be identified by reporting results where an n size was less than three. It should be pointed out, however, that such results depicted an understanding of and a positive attitude toward career education.

A stepwise multiple linear regression analysis was conducted on data obtained on teachers in an attempt to determine the best predictors of career education knowledge. A simple correlation coefficient of .527 was obtained for attitude and knowledge, accounting for approximately 28% of the obtained variance. A multiple correlation coefficient of .537 was obtained when age and years teaching experience were introduced as predictor variables; indicating only a slight increase. Consequently, attitude toward career education was determined to be a significant (.01) and moderately high predictor of knowledge of career education. See Appendix G for the appropriate variable list and summary tables.

Similar results were obtained for teachers when utilizing attitude toward career education as the dependent variable and knowledge, years teaching exprience and age as predictor variables. Knowledge accounted for approximately 28% of the variance (r = .527). When the reamaining predictor variables were considered, the amount of variance accounted for increased minimally to approximately 29% with a multiple correlation coefficient of .539. Consequently, knowledge of career education was determined to be a significant (.01) and moderately high predictor of attitude toward career education.

A stepwise regression analysis was not conducted with counselor data due to an extremely small cell size.

A stepwise regression analysis for administrators with attitude as the dependent variable and years work experience outside of education, knowledge of career education, years administrative experience and age as predictor variables, was conducted. A multiple correlation coefficient of .568 was obtained, which accounted for 32% of the variance. Approximately 17% of the obtained variance in attitude was attributed to "years employment outside the field of education." Knowledge of career education accounted for 8%. Years administrative experience and age accounted for 7% of the obtained variance. Therefore, the best predictor of administrator's attitude toward career education was determined to be "years employment outside the field of education" (r = .412). The obtained correlation coefficient was not significant at the .05 level of confidence.

When knowledge was used as the dependent variable and years administrative experience, years employment outside of education, age, and attitude toward career education as predictor variables, a multiple R of .856 was obtained. "Years administrative experience" accounted for over 23% of the variance (r = .091). "Years employment outside the field of education" accounted for 27% of the variance (r = .370). Age accounted for over 19% of the obtained variance (r = -.44) and attitude accounted for 3%. While obtained coefficients were not significant at the .05 level of confidence, indications of a trend toward an inverse relationship between knowledge of career education and age of administrator was detected. Additionally, "years employment outside of education," even though non-significant appeared to be positively related to knowledge of career education. See Appendix G for the appropriate variable list and summary tables.

Pearson correlation coefficients and corresponding levels of significance were calculated to determine the relationship between knowledge of and attitude toward career education for:

1) Teachers, counselors, and administrators taken collectively
2) All teachers
3) All counselors
4) All administrators
5) Elementary, middle school, and high school teachers taken independently
6) Elementary, middle school, and high school counselors taken independently
7) Elementary, middle school, and high school administrators taken independently

The data indicate (Table 29) a moderately high (r = .5273) relationship between knowledge and attitude for TEACHERS taken collectively, and significant from zero at .001. Coefficients were moderately high and also significant for junior high and high school teachers taken independently. The correlation coefficient for elementary teachers was moderately low (r = .2917) and significant (p = .004).

A strong relationship between knowledge of and attitude toward career education for counselors was calculated. However, cell size was so small that the coefficient obtained (r = .99) was probably relatively meaningless.

The correlation between knowledge and attitude for ADMINISTRATORS was weak (r = .1531) and not significant.

All groups combined (teachers, counselors, administrators) yielded a moderately high coefficient of .5481 (p = .001) between knowledge of and attitude toward career education. The researcher failed to accept the hypothesis stated in Chapter II as it applied to teachers, that: "There is no significant relationship between knowledge of and attitude toward career education."

Specific knowledge item data per sample group are found in Table 30. The KNOWLEDGE instrument ITEMS discussed BELOW reflect those with the GREATEST RESPONSE DISPERSION. The key for the knowledge subsection can be found in Appendix F.

Collectively, 207 teachers, counselors, and administrators responded to the items discussed below.

# TABLE 29

## MATRIX OF CORRELATION COEFFICIENTS AND SIGNIFICANCE LEVELS FOR TEACHERS, COUNSELORS, ADMINISTRATORS BETWEEN KNOWLEDGE OF AND ATTITUDE TOWARD CAREER EDUCATION

| Group | All | Elementary | Middle School | High School |
|---|---|---|---|---|
| Teachers | r = .5273<br>p = .01 | r = .2917<br>p = .004 | r = .4345<br>p = .002 | r = .5616<br>p = .001 |
| Counselors | r = .9958<br>p = .01 | *<br>(n = 1) | *<br>(n = 1) | *<br>(n = 2) |
| Administrators | r = .1531 | r = .0624<br>p = .907 | *<br>(n = 1) | *<br>(n = 1) |
| ALL GROUPS COMBINED | r = .5481<br>p = .001 | | | |

Item #2 (THE IMPLEMENTATION AND CONTINUANCE OF CAREER EDUCATION IN A LOCAL SCHOOL REQUIRES SUBSTANTIAL AMOUNTS OF SUPPLEMENTAL FUNDING) was keyed false by the researcher. Approximately 45% of the teachers, 40% of the counselors, and 12% of the administrators indicated that the item was true. Correspondingly, 55%, 40% and 88% respectively responded in the negative.

Item #5 stated that "BECAUSE CAREER EDUCATION IS ECONOMICALLY BASED, ITS MAJOR PURPOSE IS TO CHANNEL STUDENTS INTO CAREERS WHERE MANPOWER NEEDS EXIST." The researcher keyed the item as false. Approximately 34% of the teachers, 40% of the counselors, and 25% of the administrators indicated the item to be true. Conversely, 66%, 60% and 75% respectively indicated the item to be false.

Approximately 54% of the teachers and 37% of the administrators indicated that CAREER EDUCATION DID NOT PROVIDE ACADEMIC PREPARATION FOR COLLEGE ENTRANCE (Item #7). All counselors (n = 5) indicated career education did provide preparation for college entrance. The researcher keyed the item such that the correct response was: "career education provides academic preparation for college entrance."

Item #8, "AN OBJECTIVE OF CAREER EDUCATION IS TO PLACE MORE PERSONNEL INTO TECHNICAL FIELDS AND LESS INTO THE PROFESSIONS" was keyed false. Approximately 20% of the teachers and 12% of the administrators indicated that the item was true. All counselors responded that the item was false.

Approximately 25% of the teachers, 20% of the counselors, and 25% of the administrators indicated that CAREER EDUCATION AND VOCATIONAL EDUCATION ARE SYNONYMOUS (Item #11). Correspondingly, 75% of the teachers, 80% of the counselors, and 75% of the administrators indicated the opposite.

Item #13 stated that "CAREER EDUCATION GIVES ITS MAIN THRUST TO THE NON-COLLEGE BOUND STUDENT." Thirty percent of the teachers and 20% of the counselors indicated that the statement was true. All of the administrators indicated that career education did not give its main thrust to the non-college bound student.

Approximately 45% of the teachers, 40% of the counselors, and 37% of the administrators indicated that "CAREER EDUCATION RECOGNIZES THAT LEARNING IS NECESSARILY AN INTELLECTUAL AND ACADEMIC EXERCISE." Fifty-five percent, 60% and 63% respectively, indicated the item was false. The researcher keyed the statement (Item #14) as false.

Twenty-five percent of the teachers and 20% of the counselors indicated that "CAREER EDUCATION REQUIRES THE DEVELOPMENT OF A NEW CURRICULUM." Correspondingly, 75% of responding teachers, 80% of responding counselors and all of the administrators indicated a new curriculum was not required. (Item #18)

Item #19 stated that "A JOB AND/OR EDUCATIONAL PLACEMENT SYSTEM IS NOT A FUNCTION OF A CAREER EDUCATION PROGRAM." Approximately 49% of the teachers and 20% of the counselors, indicated that the item was true. The item had been keyed false by the researcher. All administrators responded that the item was false.

Table 31 presents item data for the attitude subsection of the educators' instruments. Between and within group attitudinal means were presented earlier.

The researcher assumed that as teachers, counselors, and administrators involved themselves in implementing career education, certain factors could be identified which exerted either a positive or negative influence on the individual and, thus, on the implementaiton process.

As discussed in Chapter 2, the researcher utilized a modification of the Educational Forces Inventory in an attempt to determine the strength and type of the potential influencing factors.

As Table 32 indicates, none of the forces presented were indicated as being negative to TEACHERS. Most factors fell into the range of slightly positive to positive in nature and slight to moderately high in degree (strength) of influence.

In rank order, the influences of the school PRINCIPAL, THE CAREER EDUCATION PROJECT DIRECTOR and OTHER TEACHERS on teaching from a career education perspective were indicated by teachers as being more positive in nature than other pre-identified factors. The degree (strength) of influences exerted by PRINCIPALS and the CAREER EDUCATION PROJECT DIRECTOR on responding teachers were stronger than other factors listed.

## TABLE 30

## KNOWLEDGE SUBSECTION ITEM RESPONSE FREQUENCY AND PERCENT FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS

| Item | Teachers (n =195 ) True % | Teachers (n =195 ) False % | Counselors (n = 5 ) True % | Counselors (n = 5 ) False % | Administrators (n = 8 ) True % | Administrators (n = 8 ) False % |
|---|---|---|---|---|---|---|
| 1 Occupational clustering is a system designed to organize thousands of occupations and render them educationally manageable and useful. | 93.3% | 6.7% | 100.0% | - | 100.0% | - |
| 2. The implementation and continuance of career ed. in a local school requires substantial amounts of supplemental funding. | 45.5% | 54.6% | 40.0% | 60.0% | 12.5% | 87.5% |
| 3. Career education is designed for students from the earliest elementary level through grade 12 and beyond. | 98.5% | 1.5% | 100.0% | - | 100.0% | - |
| 4. The most effective method of implementing career education in a local school is to establish a separate course designed to survey careers. | 7.2% | 92.7% | - | 100.0% | - | 100.0% |
| 5. Because career education is economically based, its major purpose is to channel students into careers where manpower needs exist. | 34.2% | 65.8% | 40.0% | 60.0% | 25.0% | 75.0% |
| 6. An objective of career education is to facilitate the development of realistic and rational decision making skills on the part of the learner. | 96.4% | 3.6% | 100.0% | - | 100.0% | - |

TABLE 30 -- Continued

| Item | Teachers (n = 195) True % | Teachers (n = 195) False % | Counselors (n = 5 ) True % | Counselors (n = 5 ) False % | Administrators (n = 8 ) True % | Administrators (n = 8 ) False % |
|---|---|---|---|---|---|---|
| 7. Career education provides academic preparation for college entrance. | 45.6% | 54.4% | 100.0% | - | 62.5% | 37.5% |
| 8. An objective of career education is to place more personnel into technical fields and less into the professions. | 20.2% | 79.8% | - | 100.0% | 12.5% | 87.5% |
| 9. A career oriented curriculum includes the arts and humanities. | 92.2% | 7.7% | 100.0% | - | 87.5% | 12.5% |
| 10. Career education, at the elementary level, is designed to eliminate the fantasy stage of early childhood. | 17.7% | 82.4% | - | 100.0% | - | 100.0% |
| 11. Career education and vocational education are synonymous. | 25.3% | 74.7% | 20.0% | 80.0% | 25.0% | 75.0% |
| 12. Career education provides opportunities for students to explore various occupations while simultaneously gaining competencies in the basic skills. | 98.5% | 1.5% | 100.0% | - | 100.0% | - |
| 13. Career education gives its main thrust to the non-college bound student. | 30.0% | 70.0% | 20.0% | 80.0% | - | 100.0% |
| 14. Career education recognizes that learning is necessarily an intellectual and academic exercise. | 44.6% | 55.5% | 40.0% | 60.0% | 37.5% | 62.5% |

TABLE 30 -- Continued

| Item | Teachers (n =195 ) | | Counselors (n = 5 ) | | Administrators (n = 8 ) | |
|---|---|---|---|---|---|---|
| | True % | False % | True % | False % | True % | False % |
| 15. During the exploration phase of a career education program, the student finalizes his career choice. | 10.4% | 89.6% | 20.0% | 80.0% | 25.0% | 75.0% |
| 16. Career education is developmental and begins with an awareness of self & work. | 99.0% | 1.0% | 100.0% | - | 100.0% | - |
| 17. One aim of career education is a reduction in the dropout rate. | 93.8% | 6.4% | 100.0% | - | 100.0% | - |
| 18. Career education requires the development of a new curriculum. | 25.4% | 74.6% | 20.0% | 80.0% | - | 100.0% |
| 19. A job and/or educational placement system is not a function of a career education program. | 49.2% | 50.8% | 20.0% | 80.0% | - | 100.0% |
| 20. Career education requires the active participation of parents, employers, and other community members in the total school program. | 96.9% | 3.1% | 100.0% | - | 100.0% | - |

Note: % = Response Frequency Percent

## TABLE 31

## ATTITUDE SUBSECTION ITEM MEANS AND STANDARD DEVIATIONS FOR TEACHERS, COUNSELORS, ADMINISTRATORS

**Note:** 5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

| Item | Teachers |  | Counselors |  | Administrators |  |
|---|---|---|---|---|---|---|
|  | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. |
| 1. When parents are utilized as classroom resources, they add significantly to the learning experiences of students. | 4.528 | .628 | 4.400 | .548 | 5.000 | - |
| 2. Career education is needed in Kentucky. | 4.564 | .673 | 4.800 | .447 | 5.000 | - |
| 3. If education were career development oriented, it would be responsive to the needs of more students. | 4.174 | .844 | 4.400 | .894 | 4.625 | .518 |
| 4. Career education increases students' career options. | 4.333 | .723 | 4.800 | .447 | 4.875 | .354 |
| 5. Career education has positive value for every student. | 4.128 | .913 | 4.400 | .894 | 4.500 | .756 |
| 6. Career education does not have a significant effect on the career planning of students. | 1.872 | .786 | 1.400 | .548 | 1.250 | .463 |
| 7. Career education gives the educator increased opportunities for creativeness in the school setting. | 4.154 | .842 | 4.600 | .548 | 4.750 | .463 |
| 8. Students are interested in the information they receive from outside resource persons who come into the classroom. | 4.333 | .866 | 4.600 | .548 | 4.750 | .463 |

TABLE 31 -- Continued

Note: 5 = Strongly Agree 4 = Agree 3 = Undecided = Disagree 1 = Strongly Disagree

| Item | Teachers | | Counselors | | Administrators | |
|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. |
| 9. A middle or upper-middle class suburb does not need career education. | 1.544 | .594 | 1.200 | .447 | 1.250 | .463 |
| 10. Students should have as much exposure to careers as possible. | 4.318 | .868 | 4.800 | .447 | 5.000 | - |
| 11. If more vocational schools were built, career education would not be needed in the typical secondary school curriculum. | 1.841 | .793 | 1.400 | .548 | 1.250 | .463 |
| 12. Students should not make career plans during high school. | 1.764 | .790 | 1.600 | .548 | 1.250 | .463 |
| 13. Career education has been a waste of the educator's time. | 1.451 | .610 | 1.400 | .548 | 1.125 | .354 |
| 14. Students increase their feelings of self-worth through career education. | 4.036 | .927 | 4.200 | .447 | 4.625 | .518 |
| 15. Career education is a threat to minority groups, i.e., another means of holding them back. | 1.405 | .588 | 1.200 | .447 | 1.500 | 1.414 |
| 16. Facilitating the career development of students is the counselor's job, not the teacher's job. | 1.708 | .659 | 1.400 | .548 | 1.250 | .463 |

TABLE 31 -- Continued

Note: 5 = strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

| Item | Teachers |  | Counselors |  | Administrators |  |
|---|---|---|---|---|---|---|
|  | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. |
| 17. Employers are willing to participate in career education. | 4.092 | .813 | 4.200 | .447 | 4.875 | .354 |
| 18. Students enrolled in vocational courses (either in the high school or the vocational school) learn enough about the world of work. | 2.087 | .738 | 1.800 | 1.304 | 1.875 | 1.356 |
| 19. Parents who know about career education are supportive of it. | 3.985 | .822 | 4.200 | .837 | 4.375 | .518 |
| 20. It is not the responsibility of the school to become involved with the placement of exiting students in jobs. | 2.200 | .982 | 1.600 | .548 | 2.125 | 1.356 |

## TABLE 32

## POSSIBLE FACTORS INFLUENCING TEACHING FROM A CAREER EDUCATION PERSPECTIVE: MEAN AND STANDARD DEVIATION TEACHERS

| | Nature of Influence<br>5 = Very Positive<br>3 = Neutral<br>1 = Very Negative | | Degree of Influence<br>5 = Very High<br>3 = Moderate<br>1 = Very Low | |
|---|---|---|---|---|
| Influencing Factors | Mean | SD | Mean | SD |
| Other Teachers in Your School | 4.02 | .67 | 3.78 | .87 |
| Testing Programs to Measure Educational Gain | 3.35 | .75 | 2.92 | 1.02 |
| Principal in Your School | 4.38 | .72 | 4.16 | .94 |
| Parents of Your Students | 3.79 | .72 | 3.41 | 1.03 |
| Your Curriculum Supervisor | 3.95 | .83 | 3.62 | .99 |
| Social Environment of your Community | 3.72 | .74 | 3.47 | .91 |
| Your Career Education Project Director | 4.33 | .82 | 4.03 | 1.01 |
| Physical Facilities of your School | 3.76 | .80 | 3.47 | .99 |
| Superintendent of your School System | 3.82 | .99 | 3.43 | 1.14 |
| Your Board of Education | 3.89 | .92 | 3.59 | 1.11 |
| Available Resource Materials | 3.99 | .76 | 3.79 | .92 |
| Guidance Personnel in your School | 3.73 | .89 | 3.34 | 1.12 |

Table 33 presents response data for COUNSELORS as to factors which influenced their DEVELOPMENT OF CAREER GUIDANCE PROGRAMS. All factors were reported as positive to very positive in nature and exerted from a moderately low to a very high degree of influence.

Counselors indicated that TEACHERS in their schools and the CAREER EDUCATION PROJECT DIRECTOR equally exerted the HIGHEST AND MOST POSITIVE INFLUENCE of those factors listed.

Table 34 presents response data for ADMINISTRATORS as to factors which influenced the DEVELOPMENT AND IMPLEMENTATION OF CAREER EDUCATION in their local school. As was the case with teachers and counselors, all factors were reported as positive in nature. The degree of influence exerted ranged from moderately high to high.

Administrators indicated that TEACHERS EXERTED THE STRONGEST INFLUENCE of those factors listed. Administrators equally ranked TEACHERS, the BOARD OF EDUCATION and the CAREER EDUCATION PROJECT DIRECTOR as the most positive influences.

Table 35 summarizes the one (prime) factor exerting the most positive and highest (strongest) degree of influence per educator group.

TABLE 35

FACTOR EXERTING THE MOST POSITIVE AND HIGHEST DEGREE OF INFLUENCE ON THE IMPLEMENTATION OF CAREER EDUCATION FOR TEACHERS, COUNSELORS, ADMINISTRATORS

| Group | | Most Positive Influence | Highest Degree of Influence |
|---|---|---|---|
| Teachers | | Principal | Principal |
| Couselors | Equally | Career Education Project Director<br>and<br>Teachers | Career Education Project Director<br>and<br>Teachers |
| Administrators | Equally | Teachers<br>and<br>Career Education Project Director<br>and<br>Board of Education | Teachers |

## TABLE 33

## POSSIBLE FACTORS INFLUENCING THE DEVELOPMENT OF A CAREER GUIDANCE PROGRAM: MEAN AND STANDARD DEVIATION COUNSELORS

| | Nature of Influence<br>5 = Very Positive<br>3 = Neutral<br>1 = Very Negative | | Degree of Influence<br>5 = Very High<br>3 = Moderate<br>1 = Very Low | |
|---|---|---|---|---|
| Influencing Factors | Mean | SD | Mean | SD |
| Teachers in your school(s) | 5.00 | 5.00 | 5.00 | 5.00 |
| Testing programs to measure educational gain | 4.00 | .71 | 3.50 | .87 |
| Principal in your school(s) | 4.50 | .50 | 4.25 | .83 |
| Parents of your students | 4.50 | .50 | 4.00 | .71 |
| Your Area Supervisor | 4.50 | .50 | 4.50 | .50 |
| Social environment of your community | 4.25 | .83 | 4.00 | .71 |
| Director of Your career education project | 5.00 | .00 | 5.00 | .00 |
| Physical facilities of your school(s) | 4.25 | .83 | 4.00 | .71 |
| Superintendent of your school system | 4.00 | .71 | 3.50 | 1.12 |
| Your board of education | 4.25 | .43 | 4.00 | .71 |
| Available resource materials | 4.50 | .50 | 4.25 | .43 |
| Other guidance personnel in your school(s) | 3.75 | 1.64 | 3.75 | 1.64 |

## TABLE 34

## POSSIBLE FACTORS INFLUENCING THE DEVELOPMENT AND IMPLEMENTATION OF CAREER EDUCATION: MEAN AND STANDARD DEVIATION ADMINISTRATORS

| | Nature of Influence<br>5 = Very Positive<br>3 = Neutral<br>1 = Very Negative | | Degree of Influence<br>5 = Very High<br>3 = Moderate<br>1 = Very Low | |
|---|---|---|---|---|
| Influencing Factors | Mean | SD | Mean | SD |
| Teachers in your school | 4.63 | .48 | 4.63 | .48 |
| Testing programs to measure educational gain | 3.63 | .86 | 3.13 | .78 |
| Other principals in your school system | 4.13 | .33 | 4.00 | .50 |
| Parents of your students | 4.13 | .33 | 3.88 | .60 |
| Curriculum superivsors | 4.50 | .50 | 4.38 | .48 |
| Social environment of your community | 3.75 | .83 | 3.63 | .70 |
| Director of your career education project | 4.63 | .52 | 4.42 | .79 |
| Physical facilities of your school | 3.88 | .78 | 3.25 | 1.09 |
| Superintendent of your school system | 4.25 | .97 | 4.25 | .97 |
| Your board of education | 4.63 | .48 | 4.50 | .50 |
| Available resource materials | 4.38 | .48 | 3.88 | .78 |
| Guidance personnel in your school | 4.38 | .70 | 4.50 | .71 |

## Career Education Parent Survey

This section will present the data gathered from the "Parent Survey About School."

The parent sample size was 500; proportionally stratified by the educational level of one of the parents' children. Of the 500 parents to whom instruments were mailed, 271 or 54% were returned. Of those, 255 were usable.

The mean ages of the responding mothers and fathers sampled were 39.1 and 42.2 years respectively. The mean number of children per family was 3.3 with a range of 13. Approximately 88% of the responding parents were caucasian. Twelve percent were black.

Employment in 41 different occupational areas was reported for fathers. Semi-skilled employment in industry, business management, and professional education accounted for the areas of employment for 31% of the fathers.

Employment in 29 occupational areas was reported for mothers. In rank order, mothers were employed most in the areas of semi-skilled industrial positions, professional education, and secretarial/clerical services. Forty-two percent of the mothers were unemployed outside of the home and reported themselves as homemakers.

Tables 36 through 39 present the age, racial, and employment data discussed above.

TABLE 36

MEAN, MEDIAN, MODE, AND RANGE OF RESPONDING PARENTS' AGE

| Group | Mean | Median | Mode | Range |
|---|---|---|---|---|
| Husband (n = 233) | 42.184 | 42.125 | 43 | 24-72 |
| Wife (n = 254) | 39.092 | 38.850 | 31 | 25-59 |

## TABLE 37

## REPORTED RACE OF PARENT RESPONDENTS

| Race | Absolute Frequency | Frequency Percent |
|---|---|---|
| Caucasian | 220 | 88.4% |
| Black | 29 | 11.6% |
| Other | 0<br>(n = 249) | - |

## TABLE 38

## WIFE'S OCCUPATION INCLUDING HOMEMAKING: FREQUENCY AND FREQUENCY PERCENT

| Occupation | Absolute Frequency | Frequency Percent |
|---|---|---|
| Homemaker | 98 | 41.5% |
| Secretarial/Clerical | 25 | 10.6% |
| Semi-Skilled Factory Employee | 26 | 11.0% |
| Teacher or Librarian | 22 | 9.3% |
| Personal Services (cosmotology, etc) | 15 | 6.4% |
| Medical Nurse | 9 | 3.8% |
| Other (Also includes disabled, deceased and not living in home) | 41 | 17.0% |
|  | (n = 236) |  |

## TABLE 39

## HUSBAND'S OCCUPATION: FREQUENCY AND FREQUENCY PERCENT

| Occupation | Absolute Frequency | Frequency Percent |
|---|---|---|
| Semi-Skilled Factory Employee | 24 | 10.6% |
| Business Management | 24 | 10.6% |
| Professional Education | 23 | 10.1% |
| Sales | 18 | 7.9% |
| Small Business--Self Employed | 13 | 5.7% |
| Industrial Management | 14 | 6.2% |
| Insurance | 9 | 4.0% |
| Deceased | 11 | 4.8% |
| Other (also includes retired and not living in home) | 91 | 40.0% |
|  | (n = 227) |  |

The mean family income of reporting parents fell into the $11,000-$12,999 category with a range of less than $5,000 to in excess of $20,000. Two hundred thirty five or 93% or the parents returning usable instruments categorically reported their income. Table 40 presents more detailed data.

### TABLE 40

### APPROXIMATE FAMILY INCOME OF RESPONDING PARENTS

| Income Category | Absolute Frequency | Frequency Percent |
|---|---|---|
| Less than $5,000 | 22 | 9.4% |
| $5,000-6,999 | 23 | 9.8% |
| $7,000-8,999 | 20 | 8.5% |
| $9,000-10,999 | 26 | 11.1% |
| *$11,000-12,999 | 25 | 10.6% |
| $13,000-14,999 | 27 | 11.5% |
| $15,000-16,999 | 29 | 12.3% |
| $17,000-20,000 | 27 | 11.5% |
| **More than $20,000 | 36 | 15.3% |
|  | (n = 235) |  |

Note: * = Mean and Median
** = Mode

When asked if both mother and father (or male and female guardian) lived in the home, approximately 85% of the responding parents reported that both adults lived in the home. Fifteen percent indicated that only one parent or guardian lived in the home. These data are presented in Table 31.

### TABLE 37

### FREQUENCY/FREQUENCY PERCENT OF MOTHERS AND FATHERS LIVING/NOT LIVING TOGETHER IN THE HOME

| Response | Absolute Frequency | Frequency Percent |
|---|---|---|
| Both Mother and Father (Male and Female Guardian) living in the Home | 211 | 85.1% |
| Either Mother or Father (Male and Female Guardian) absent from the Home | 37 | 14.9% |
|  | (n = 248) |  |

Of the responding parents, the mean years of education accomplished by fathers was slightly above the category "high-school graduate." The mean years of education accomplished by mothers fell at the same point as for "fathers." See Table 42 below.

TABLE 42

EDUCATIONAL ATTAINMENT OF RESPONDING PARENTS

| Response | Mothers<br>Abs. Freq. | <br>Freq. % | Fathers<br>Abs. Freq. | <br>Freq. % |
|---|---|---|---|---|
| Grade 6 or less | 6 | 2.5% | 16 | 6.8% |
| Grade 7 - 9 | 25 | 10.2% | 34 | 14.3% |
| Grade 10 - 11 | 25 | 10.2% | 17 | 7.2% |
| High School Graduate | 89 | 36.5% | 52 | 21.9% |
| Some College | 49 | 20.1% | 54 | 22.8% |
| College Graduate | 50 | 20.5% | 64 | 27.0% |
| | (n = 244) | | (n = 237) | |

Further, the researcher found that 22.4% of the parent respondents had previously attended (or were presently attending) a vocational, technical, or trade school. Correspondingly, 19.2% of the respondents' spouses had previously attended (or were presently attending) a vocational, technical or trade school.

When asked if any of their children had taken or were presently taking vocational classes at the junior high, high school, or vocational school, 26% (64) indicated in the affirmative. Seventy percent (172) indicated that none of their children had taken or were presently taking vocational classes. Four percent (10) indicated that they did not know.

Two hundred eight parents (84%) had visited their child's school during the last school year. Eighty-seven (35%) had visited a vocational school within the last three years. Approximately 65% (160) parents had not visited a vocational school within the past three years and 16% (39) had not visited their child's school within the last year.

Table 43 presents data relative to parents' hopes for their eldest school age child at the completion of the child's public school experience. Data indicate that approximately 75% of the responding parents had aspirations of their eldest school age child attending college when he/she left the public school. Eight percent hoped their son or daughter would attend vocational school and seven percent hoped their son or daughter would find immediate employment.

The researcher queried parents as to whom they would ask first if they desired information about local school programs. Table 44 presents the data obtained from 251 parents. The data indicate that approximately 46% of the parents chose the SCHOOL PRINCIPAL as their FIRST CHOICE as a source of information regarding school programs. Teachers accounted for 29% of the first choice responses of parents.

### TABLE 43

### HOPES OF RESPONDING PARENTS FOR THEIR ELDEST SCHOOL AGE CHILD

| Response | Absolute Frequency | Frequency Percent |
|---|---|---|
| Get a Job | 18 | 7.1% |
| Military Service | 5 | 2.0% |
| Vocational/Technical School | 19 | 7.5% |
| Business School | 17 | 6.7% |
| College | 191 | 75.2% |
|  | (n = 261) |  |

### TABLE 44

### RESPONSES AS TO WHOM PARENTS WOULD ASK FIRST FOR INFORMATION ABOUT SCHOOL PROGRAMS

| Response Category | Absolute Frequency | Frequency Percent |
|---|---|---|
| Teacher | 72 | 28.7% |
| Counselor | 42 | 16.7% |
| Principal | 116 | 46.2% |
| Other Parents | 16 | 6.4% |
| Other | 5 | 2.0% |
|  | (n = 251) |  |

Parents indicated that the MOST EFFECTIVE METHOD of CREATING an AWARENESS within them of different programs in their local schools was through LETTERS sent home FROM SCHOOL. The second most effective method was reported to be PTA meetings. Specific data are presented in Table 41.

### TABLE 45

### PARENT RESPONSES AS TO MOST EFFECTIVE METHODS OF INFORMING THEM OF DIFFERENT PROGRAMS IN LOCAL SCHOOLS

| Method | Absolute Frequency | Frequency Percent |
|---|---|---|
| Letters sent from school | 159 | 63.1% |
| Radio | 10 | 4.0% |
| Television | 3 | 1.2% |
| Visits to home by school personnel | 13 | 5.2% |
| PTA Meetings | 29 | 11.5% |
| Parental visits to school | 26 | 10.3% |
| Other | 12 | 4.8% |
|  | (n = 252) |  |

Approximately 65% (163) of the responding PARENTS WERE AWARE OF CAREER EDUCATION in the local schools. Of those, 82% (143) FELT GOOD ABOUT THE PROGRAM, 17% (29) had no opinion and 1.6% (3) had bad feelings about it. Approximately 35% (89) indicated they were not aware of career education in the local schools.

The parents who were aware of career education in the local schools were asked to indicate (from pre-determined options) how they heard about the program. Fourteen percent of the responding parents indicated that they HEARD ABOUT CAREER EDUCATION THROUGH LETTERS SENT FROM THE SCHOOL. Twenty three percent listed "Other" as the source of information (over numerous available response options) and further qualified the "Other" category in a free response of "OWN CHILDREN." Consequently, then, parents who knew of career education indicated the PRIMARY INFORMATIONAL SOURCES were SCHOOL LETTERS and their OWN CHILDREN. See Table 46.

## TABLE 46

## RESPONSES OF PARENTS WHO KNOW OF CAREER EDUCATION AS TO THEIR INFORMATIONAL SOURCE

| Informational Source | Absolute Frequency | Frequency Percent |
|---|---|---|
| Letters Sent From School | 35 | 24% |
| Civic Club Meetings | 4 | 3% |
| PTA | 24 | 17% |
| Newspaper | 15 | 10% |
| Television | 3 | 2% |
| Radio | 6 | 4% |
| Visit to School | 22 | 15% |
| Other Parents | 8 | 6% |
| Other (the response to this category was almost entirely "My Own Child") | 58 | 41% |
|  | (n = 143) |  |

When asked if PUPILS SHOULD BEGIN TO MAKE CAREER PLANS WHILE STILL IN SCHOOL, 242 (98%) of the responding parents responded "Yes." Only six parents responded that pupils should not make career plans while still in school.

As Table 47 indicates, the same parental responses were reported for the question "WOULD PUPILS BE ABLE TO MAKE BETTER CAREER PLANS IF THEY WERE EXPOSED TO DIFFERENT TYPES OF JOBS, TRADES, AND PROFESSIONS?" Again 98% of the PARENTS ANSWERED IN THE AFFIRMATIVE.

## TABLE 47

## PARENTAL RESPONSES AS TO WHETHER OR NOT PUPILS WOULD BE ABLE TO MAKE BETTER CAREER PLANS IF EXPOSED TO DIFFERENT TYPES OF JOBS, TRADES, AND PROFESSIONS

| Response | Absolute Frequency | Frequency Percent |
|---|---|---|
| Yes | 243 | 98.4% |
| No | 4 | 1.6% |
|  | (n = 247) |  |

Further, approximately 94% of the parents indicated that such EXPOSURE (discussion above) SHOULD BE PART OF THE REGULAR SCHOOL PROGRAM. See Table 48 below.

## TABLE 48

## PARENTAL RESPONSES AS TO WHETHER OR NOT PUPIL EXPOSURE TO VARIOUS JOBS, TRADES, PROFESSIONS SHOULD BE PART OF THE REGULAR SCHOOL PROGRAM

| Response | Absolute Frequency | Frequency Percent |
|---|---|---|
| Yes | 232 | 93.9% |
| No | 15 | 6.1% |
|  | (n = 247) |  |

Sixty-nine percent (164) of responding parents indicated that SCHOOLS DO NOT give pupils ENOUGH HELP in CAREER PLANNING. Approximately 80% (184) indicated that they would be WILLING to help arrange FOR PUPILS TO VISIT their WORK PLACE. Correspondingly 73% (172) indicated that they would be WILLING TO GO TO a SCHOOL to TALK WITH PUPILS about their JOBS or HOBBIES.

Table 49 indicates how and the extent to which responding parents were utilized in career education activities during 1973-74. In rank order, "talking with pupils in school about my job or hobby" and "providing rides for school trips" were the most frequently appearing parental responses.

## TABLE 49

## CAREER EDUCATION ACTIVITIES IN WHICH PARENTS PARTICIPATED DURING THE 1973-1974 SCHOOL YEAR

| Activity | Response Freqeuncy | Frequency Percent |
|---|---|---|
| Provide rides for school trips | 72 | 31.2% |
| Come to school and talk with pupils about your job or hobby | 77 | 33.2% |
| Arrange for pupils to visit your workplace | 48 | 21.5% |
| Serve on a school/community advisory committee | 44 | 20.0% |
| Serve as a volunteer teacher's or counselor's helper. | 22 | 10.2% |

Additionally, the researcher desired to know what type pupils parents felt attended the local vocational school. In a forced choice situation, 74.3% (176) indicated AVERAGE pupils to be the TYPE PUPIL most ATTENDING VOCATIONAL SCHOOLS. Twenty-one percent (49) indicated that MOST of the PUPILS attending vocational schools were BELOW AVERAGE PUPILS. Approximately 3% (6) indicated that most of the pupils attending vocational schools were above average pupils.

Table 50 presents data indicating approximately 61% of the responding parents felt CLASSES offered by vocational schools are FOR ALL TYPES OF STUDENTS; above average, average, and below average. Approximately 28% (68) indicated that classes offered by vocational schools are for average pupils.

## TABLE 50

## PARENTAL RESPONSES RELATIVE TO THE TYPE STUDENT FOR WHICH VOCATIONAL SCHOOL COURSES ARE DESIGNED

| Student Type | Absolute Frequency | Frequency Percent |
|---|---|---|
| A) Above Average Pupils | 6 | 2.5% |
| B) Average Pupils | 176 | 74.3% |
| C) Below Average Pupils | 49 | 20.7% |
| | (n = 231) | |

In an open ended response fashion, the researcher asked PARENTS to indicate the three things they LIKED BEST about their local public schools. Fifty-three different response categories were recorded. The six most frequently occurring response (in rank order) were:

1. QUALITY OF FACULTY AND STAFF
2. THE CURRICULUM
3. PHYSICAL FACILITIES
4. CAREER EDUCATION AND/OR THE WORLD OF WORK
5. WARM STUDENT-TEACHER RELATIONS
6. CLOSE PROXIMITY OF SCHOOL TO HOME

The six most frequent responses relative to things LIKED LEAST by PARENTS about their local public schools in rank-order were:

1. LACK OF DISCIPLINE
2. THE CURRICULUM (PARTICULAR EMPHASIS GIVEN TO "NEW MATH")
3. BUSSING PROBLEMS AND/OR CONCERNS
4. RACE RELATIONS
5. POOR SCHOOL-PARENT COMMUNICATION
6. POOR LUNCHES

A total of ninety different response categories were recorded for things parents liked least about their local schools.

## Student Interviews

Fifty ninth grade students were interviewed in group situations to collect data presented in this section. Of those interviewed, 27 (54%) were male and 23 (46%) were female. The mean age was 14.5 years. The students interviewed were primarily caucasian (90%). Eight percent were black. Forty-seven students planned to graduate from high school, two were undecided, and one planned to leave school at age 16.

Twenty percent of the students' fathers had completed high school without further education. Approximately 26% had not. Approximately 38% of the students' fathers had either attended or completed college. Twelve percent of the students were uncertain as to their father's educational attainment.

Thirty eight percent of the mothers of students interviewed had completed high school without further education. Thirty percent had not. Approximately 22% had either attended or completed college. Sixteen percent of the students were uncertain as to the educational attainment of their mothers.

The researcher asked the students to identify their post-high school plans. Approximately 48% indicated they hoped to ATTEND COLLEGE. More specific data are presented in Table 51 below.

TABLE 51

POST HIGH SCHOOL PLANS OF STUDENTS INTERVIEWED

| Response | Response Frequency | Percent of Respondents |
|---|---|---|
| Marriage | 8 | 16.0% |
| Armed Forces | 5 | 10.0% |
| Job | 9 | 18.0% |
| Business School | 1 | 2.0% |
| Two-Year College | 7 | 14.0% |
| Four-Year College | 17 | 34.0% |
| Vocational/Technical School | 8 | 16.0% |
| Uncertain | 8 | 16.0% |
| Other (Beauty School) | 1 | 2.0% |

Table 52 presents data relative to the degree to which the students had formulated a tentative career choice. Forty-one (89%) indicated they had begun THINKING ABOUT a potential career. Eighty percent had CONSIDERED several career possibilities. Fifty-six percent of the responding students indicated they had SELECTED a career.

### TABLE 52

### DEGREE TO WHICH STUDENTS HAVE FORMULATED TENTATIVE CAREER CHOICES

| Response | Absolute Frequency Yes | Absolute Frequency No | Percent of Respondents Yes | Percent of Respondents No |
|---|---|---|---|---|
| I have started to think about a career (n = 46) | 41 | 5 | 89.1% | 10.9% |
| I have considered several career possibilities (n = 45) | 36 | 9 | 80.0% | 20.0% |
| I have selected a career (n = 41) | 23 | 18 | 56.1% | 43.9% |

The researcher asked the students to indicate the three MOST IMPORTANT characteristics or QUALITIES a career could offer. In rank order, the three characteristics most frequently chosen were: MONEY, AMOUNT OF TRAINING OR EDUCATION REQUIRED, AND ADVANCEMENT OPPORTUNITIES. Table 53 presents specific data.

## TABLE 53

## IMPORTANCE OF CAREER CHARACTERISTICS/QUALITIES AS INDICATED BY STUDENTS

| Response | Absolute Frequency | Percent of Respondents |
|---|---|---|
| Personal Freedom | 10 | 20% |
| Money | 36 | 72% |
| Social Service | 8 | 16% |
| Leisure Time | 7 | 14% |
| Challenge | 7 | 14% |
| Security | 9 | 18% |
| Fringe Benefits | 12 | 24% |
| Physical Safety | 4 | 8% |
| Social Status/Prestige | 5 | 10% |
| Intellectual Growth Opportunity | 4 | 8% |
| Fellow Workers | 10 | 20% |
| Chance for Creativity | 7 | 14% |
| Ease of Job | 1 | 2% |
| Advancement Opportunities | 13 | 26% |
| Degree of Responsibility | 10 | 20% |
| Amount of Education/Training Required | 15 | 30% |
|  | (n = 50) |  |

STUDENTS indicated that they had TALKED MOST about career plans with ADULTS OTHER THAN THEIR PARENTS, TEACHERS OR COUNSELORS. Table 54 presents more specific data.

## TABLE 54

## TYPE INDIVIDUALS TO WHOM STUDENTS TALKED MOST ABOUT CAREER PLANS (EXCLUDING PARENTS)

| Types of Individuals | Absolute Frequency | Percent of Respondents |
|---|---|---|
| Guidance Counselors | 12 | 24% |
| Teachers | 14 | 28% |
| Other Adults | 29 | 58% |
| Professional Employment Personnel | 1 | 2% |

Students were asked if they were aware of the career education program in their school and if so what were their attitudes toward the program. Approximately 74% (36) of the STUDENTS indicated that they WERE AWARE OF THE CAREER EDUCATION PROGRAM. The remaining 26% (13) indicated they were not aware of career education.

Of the 36 students who were cognizant of career education, 48% indicated they had a FAVORABLE ATTITUDE TOWARD THE PROGRAM. Seven students indicated a negative attitude and 37% expressed neutral feelings.

Approximately 51% of the students who were aware of career education perceived their teachers' attitudes toward career education to be favorable. Seven students perceived their teachers' attitudes to be negative and 33% neutral.

When students were asked if the utilization of career education resource persons in the classroom was a worthwhile experience, 84% (41) responded "yes." Fifty-nine percent of responding students indicated that VISITS to actual work situations were also WORTHWHILE EXPERIENCES.

The researher asked students what the term "CAREER EDUCATION" meant to them. Most of the students (44) responded in the following manner:

a) "CAREER EDUCATION IS TALKING ABOUT CAREERS" 68%

b) "CAREER EDUCATION IS LEARNING ABOUT SOMETHING YOU WOULD LIKE TO DO" 16%

c) "CAREER EDUCATION IS THE EDUCATION WE ARE GETTING" 5%

Further, the students were asked: "What does the term VOCATIONAL EDUCATION mean to you?" Forty students responded in the following manner:

a) "VOCATIONAL EDUCATION IS LEARNING HOW TO DO A CERTAIN JOB" 78%

b) "VOCATIONAL EDUCATION IS LEARNING ABOUT A JOB THAT YOU WANT" 10%

c) "VOCATIONAL EDUCATION IS THE EDUCATION ONE MAY RECEIVE IF HE/SHE DOESN'T WANT TO GO TO COLLEGE" 7%

Table 55 presents data relative to student perceptions of career education program strengths. Approximately 66% of responding students indicated that COMMUNITY INVOLVEMENT and STUDENTS "LIKING IT" were the PRIMARY STRENGTHS OF THE PROGRAM.

TABLE 55

STUDENT PERCEPTIONS OF CAREER EDUCATION PROGRAM STRENGTHS

| Response Category | Absolute Frequency | Percent of Respondents |
|---|---|---|
| Students like it | 9 | 39.0% |
| Learn about jobs and job requirements | 1 | 4.3% |
| Career materials | 1 | 4.3% |
| Community involvement | 5 | 21.7% |
| Teachers | 3 | 13.0% |
| None | 4 | 17.0% |
| | (n = 23) | |

Table 56 presents data relative to student suggestions of career education program improvement. Approximately 35% of responding students offered the following three suggestions for program improvement: NEED MORE FIELD TRIPS AND/OR RESOURCE PERSONS IN THE CLASSROOM; FACULTY CHANGES NEED TO BE MADE; and MORE FUNDS ARE NEEDED.

Students were further asked to indicate the three STRENGTHS of their local public schools. In rank order, the three most frequently occurring responses were: QUALITY OF TEACHERS; PHYSICAL FACILITIES; and THE STUDENTS.

## TABLE 56

## STUDENT SUGGESTIONS FOR CAREER EDUCATION PROGRAM IMPROVEMENT

| Response Category | Absolute Frequency | Percent of Respondents |
|---|---|---|
| Need more field trips and/or resource persons in the classroom | 10 | 35% |
| Teachers need to be more involved | 2 | 7% |
| Faculty changes need to be made | 8 | 28% |
| Subjects need to be made more interesting | 5 | 17% |
| More funds | 3 | 10% |

Relative to weaknesses, students were requested to indicate the three greatest WEAKNESSES of their local public schools. In rank order those responses were: QUALITY OF LUNCHES; THE TEACHERS; and INSUFFICIENT FUNDS.

The last section of the student interview guide sought to determine from the pupils the types of persons most helpful in assisting with the establishment of post secondary plans. The data indicate "MOTHER" to have been the TYPE PERSON STUDENTS FOUND MOST HELPFUL IN ESTABLISHING POST-SECONDARY PLANS. Following "mother," in rank order, were: "FEMALE FRIENDS MY AGE" and "FATHER." Table 57 presents more specific data.

## TABLE 57

## MEAN STUDENT RESPONSES AS TO TYPE PERSON MOST HELPFUL IN ESTABLISHING POST-SECONDARY PLANS

| Response | Mean |
|---|---|
| Father | 2.48 |
| Mother | 2.92 |
| Other Male Relative | 2.22 |
| Other Female Relative | 2.08 |
| Male Teachers and/or Principal | 1.90 |
| Female Teachers and/or Principal | 1.90 |
| Male Guidance Counselors | 1.24 |
| Female Guidance Counselors | 2.30 |
| Other Adult Males | 2.04 |
| Other Adult Females | 2.24 |
| Male Friends (your age) | 2.12 |
| Female Friends (your age) | 2.53 |
| (n = 50) | |

Note: 1 = none; 2 = a little bit; 3 = somewhat 4 = a lot

# CHAPTER IV

## SUMMARY OF FINDINGS

This study was designed to present a data base from which decisions could be made regarding career education program development, implementation, and refinement. Because career education involves the home, school, and community, appropriate samples of teachers, counselors, educational administrators, parents, and pupils were drawn for data collection and anlaysis. The following represents a general summary of the findings of this study.

### Summary of Findings

Supported by data presented in Chapter, III, the following summary statements are presented:

Summary Statement 1. There was a significant difference between elementary teachers, middle-school teachers, and high school teachers relative to their knowledge of career education. However, position of the difference could not be determined statistically as the obtained ratio was barely significant at the .05 level. Inspection of the means leads the researcher to hypothesize that the mean knowledge score for high school teachers (being lower than that of the other two groups and the others being relatively equal) was significantly different from either elementary or junior high school teachers; and that no significance exists between elementary and junior-high teachers.

Summary Statement 2. There was no significant difference between elementary teachers, middle school teachers, and high school teachers relative to their attitude toward career education.

Summary Statement 3. There was a significant and moderately strong relationship between knowledge of and attitude toward career education on the part of elementary, middle school, and high school teachers.

Summary Statement 4. There was no significant relationship between knowledge of and attitude toward career education on the part of school principals.

Summary Statement 5. Attitude toward career education was determined to be a significant predictor of knowledge of career education for teachers. The variance accounted for by attitude was approximately 28 percent.

Summary Statement 6. Knowledge of career education was determined to be a significant predictor of attitude toward career education for teachers. The variance accounted for by knowledge was appriximately 28 percent.

Summary Statement 7. The best predictor of administrator's attitude toward career education appeared to be "years employment outside the field of education." However, the moderate coefficient obtained was not significant.

Summary Statement 8. Indications of a trend toward an inverse relatonship between knowledge of career education and "age of school principal" were detected, however, obtained coefficients were not significant at the .05 level.

Summary Statement 9. "Years employment outside of education," even though non-significant at the .05 level, appeared to be positively related to knowledge of career education for administratiors.

Summary Statement 10. Responding teachers indicated the most effective career education workshop or inservice format was of the single or multi-session small group type.

Summary Statement 11. Responding counselors indicated the most effective career education workshop or inservice format was the multi-session small group type.

Summary Statement 12. Responding administrators indicated the most effective career education workshop or inservice format was a combination of multi-session small and large groups.

Summary Statement 13. Responding teachers and administrators indicated that faculty within their own schools were the most successful type of resource person relative to increasing their knowledge and understanding of career education.

Summary Statement 14. Responding teachers, counselors, and administrators indicated workshops and/or inservice meetings were the type activities which most increased their knowledge and understanding of career education.

Summary Statement 15. Personal contact and/or telephone contact was the most effective method of initiating parent and/or employer involvement in career education programs.

Summary Statement 16. Principals indicated that available inhouse funds have been used most for providing field-trip transportation for students.

Summary Statement 17. Students demonstrated increased interest in career guidance following the initiation of career education. The increased interest predominately took the form of requests for career related resource materials and individual career guidance.

Summary Statement 18. The duties of counselors increased following the initiation of career education. Establishing and maintaining resource files and placement responsibilities were the areas in which duties most increased.

Summary Statement 19. Teachers, counselors, and administrators expressed favorable attitudes toward career education.

Summary Statement 20. Teachers, counselors, and administrators expressed an understanding of career education.

Summary Statement 21. Elementary teachers and junior high school teachers appeared to have a better understanding of career education than did high school teachers.

Summary Statement 22. A majority (54%) of teachers indicated that career education did not provide academic preparation for college entrance.

Summary Statement 23. Twelve preidentified factors were deemed to be (by teachers, counselors, administrators) positive influences on the development and implementation of career education with varying degrees of strength.

Summary Statement 24. The most positive and strongest influence on teaching from a career education perspective was deemed by responding teachers to be the "school principal."

Summary Statement 25. The most positive and strongest influence on the development of career guidance programs was deemed by responding counselors to equally be the "career education project director" and "teachers within the schools."

Summary Statement 26. The most positive influence on the development and implementation of the career education program was deemed by principals to equally be the "teachers," the "career education project director," and the "Board of Education."

Summary Statement 27. The strongest influence on the development and implementation of the career education program was deemed by principals to be "teachers."

Summary Statement 28. The post secondary aspiration of the majority of responding parents for their eldest school age child was college entrance.

Summary Statement 29. The largest percentage of the responding parents would first seek information about school programs from the local school principal.

Summary Statement 30. The most effective method of informing parents of different school programs was indicated to be letters sent from the local school.

Summary Statement 31. Sixty-five percent of responding parents were aware of career education.

Summary Statement 32. Eighty-two percent of responding parents who were aware of career education were supportive of it.

Summary Statement 33. Almost all of the responding parents (98%) indicated that students should begin making career plans while in public school and that better career plans would be made if students were exposed to various jobs, trades, and professions.

Summary Statement 34. The majority of responding parents (94%) indicated that exposure to various jobs, trades, and professions should be part of the regular public school program.

Summary Statement 35. The majority of responding parents (69%) indicated that schools do not give pupils enough help in career planning

Summary Statement 36. The majority of responding parents indicated that they would be willing to either go to a school and talk with pupils about their jobs or hobbies (80%) or help arrange for pupils to visit their work places (73%).

Summary Statement 37. The four things liked best by responding parents about the local public schools were: quality of faculty and staff; the curriculum offered; physical facilities; and career education.

Summary Statement 38. The four things liked least by responding parents about local public schools were: lack of pupil discipline; the curriuclum (especial emphasis given to "new math"); bussing problems; and race relations.

Summary Statement 39. Forty-eight percent of the ninth grade students interviewed (48%) indicated that they were going to attend college following exit from high school.

Summary Statement 40. The majority (89%) of students interviewed had started to think about a future career. Fifty-six percent of those students had selected a tentative career.

Summary Statement 41. Students who were interviewed indicated that the three most important features a career could offer were: money; amount of training/education required; and advancement opportunities.

Summary Statement 42. Students had talked most with adults other than their parents, teachers, or counselors about future career plans; however, students indicated that "mothers," "friends," and "fathers" (in rank order) had been of most assistance relative to establishing post-secondary plans.

Summary Statement 43. The majority of students (85%) who were cognizant of the existance of career education in the local schools indicated a favorable attitude toward it.

Summary Statement 44. The majority of students who were interviewed indicated that exposure to career resource persons in the classroom and visits to actual work situations were beneficial and worthwhile experiences.

Summary Statement 45. Of the students who defined career education, the greatest percentage defined it as "talking about different careers."

Summary Statement 46. Of the students who defined vocational education, the greatest percentage defined it as "learning how to do a certain job."

Summary Statement 47. Students indicated the primary strengths of career education in the local schools were: "community involvement" and "the students like it."

Summary Statement 48. The majority of students who were cognizant of career education offered the following primary suggestion for program improvement: "increase the number of field-trips and/or resource persons in the classroom."

Summary Statement 49. The three strengths of local public schools were deemed by ninth grade students to be: "quality of teachers;" "physical facilities;" and "the students."

Summary Statement 50. Ninth grade students indicated the following to be the greatest weaknesses of their local public schools: "quality of lunches," "some faculty," and "insufficient funds."

# APPENDIX A

## Career Education Teacher Survey

## and

## Cover Letter

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

Dear Teacher:

Western Kentucky University is conducting a research project concerning career education. The information obtained through the research will, hopefully, be used in both refining existing and planning future programs throughout Kentucky.

A major part of this research involves teachers, counselors, and administrators in some of the schools which have been exposed to career education; therefore, your help is greatly needed. Recognizing how very busy you are, surveys are being used to gather information.

Please take a few minutes to fill out the attached survey. Since you do not sign your name there is no way for us nor anyone else to know which survey you completed.

When you have finished, kindly put the survey back in the envelope in which it came, seal and return it to the collection point in your school office. We will pick the surveys up in a few days.

We greatly appreciate your cooperation and participation.

Sincerely,

Mark Newton

Mark Newton
Project Director

P. S. HAVE A CUP OF COFFEE ON US!

MN:bs

## CAREER EDUCATION TEACHER SURVEY (REGION IV)

### SECTION I

DIRECTIONS: Please provide the requested information by checking or filling in the appropriate blank.

1. Male_____ Female_____

2. Age______

3. Your race:
   a)____Caucasian
   b)____Black
   c)____Oriental
   d)____Other

4. Years teaching experience:____

5. Years full-time employment outside the field of education:__________

6. At which level do you teach:
   a)____Elem.
   b)____Mid. or Jr. High
   c)____High School

7. Average class size:
   a)____less than 10
   b)____10-20
   c)____21 - 30
   d)____31 +

8. Area(s) you teach:
   a)____Social Studies
   b)____Language Arts
   c)____Mathematics
   d)____Science
   e)____Vocational Educ. (T&I, B&O, Home Ec., DE, Health Occ, Voc. Ag.)
   f)____Special Education
   g)____Other (please specify)__________
   ________________________________

### SECTION II

DIRECTIONS: Based upon your involvement in career education, please provide the requested information by checking or filling in the appropriate blank.

1. Which type of workshop or inservice format has been most effective in increasing your knowledge and understanding of career education? (choose one)
   a)____single-session small group
   b)____single-session large group
   c)____multi-session small group
   d)____multi-session large group
   e)____combination of c & d
   f)____other (please specify)__________
   ________________________________

2. Which type of workshop or inservice format has been least effective in increasing your knowledge and understanding of career education? (choose one)
   a)____single-session small group
   b)____single-session large group
   c)____multi-session small group
   d)____multi-session large group
   e)____combination of c & d
   f)____other (please specify)__________
   ________________________________

3. Which type of resource person(s) has been most successful in increasing your knowledge and understanding of career education? (choose one)

a)____other teachers in your school
b)____university faculty (from Ky.)
c)____teachers from other schools
d)____personnel from Ky. State Dept. of Education
e)____out-of-state career education specialists
f)____other (please specify)____________________

4. Which type of resource person(s) has been least successful in increasing your knowledge and understanding of career education? (choose one)

a)____other teachers in your school
b)____university faculty (from Ky.)
c)____teachers from other schools
d)____personnel from Ky. State Dept. of Education
e)____out-of-state career education specialists
f)____other (please specify)____________________

5. Which of the following activities has most increased your knowledge and understanding of career education? (choose one)

a)____workshops and/or inservice meetings
b)____university courses
c)____professional meetings
d)____slide/film presentation
e)____reading professional literature
f)____visits to ongoing projects
g)____other (please specify)________
____________________

6. Which activity has been the least effective in increasing your knowledge and understanding of career education? (choose one)

a)____workshops and/or inservice meetings
b)____university courses
c)____professional meetings
d)____slide/film presentation
e)____reading professional literature
f)____visits to ongoing projects
g)____other (please specify)________
____________________

7. During the past school year, did you involve parents in some career education activity? Yes____ No____ If yes, how were they utilized?

a)____resource persons in classroom
b)____provide tours in work setting
c)____provide field-trip transportation
d)____other (please specify)________
____________________

8. What has been the most effective method of initiating parental involvement and participation in your classroom? (choose one)

a)____letters or correspondence sent home
b)____personal contact (face to face)
c)____telephone contact
d)____arrangements made through guidance office
e)____PTA
f)____other (please specify)____________________

9. During the past school year, how many people (other than parents of your students) visited your classroom to discuss their jobs or hobbies? ____

10. During the past school year, how many trips did your class(es) take to observe the world of work? ____

11. What has been the most effective method of initiating employer involvement and participation in your classroom? (choose one)

a)___letters sent to business or work setting
b)___arrangements through guidance office
c)___personal contact (face to face)
d)___telephone contact
e)___other (please specify) ____________________

12. Do you feel employers in your community are aware of career education? Yes____ No____ If yes, what do you perceive their attitude toward career education to be?

a)___favorable b)___neutral c)___unfavorable

## SECTION III

DIRECTIONS: Based upon information you have received about career education, please determine whether each of the following statements is true or false. Circle your response.

1. Occupational clustering is a system designed to organize thousands of occupations and render them educationally manageable and useful. T F

2. The implementation and continuance of career education in a local school requires substantial amounts of supplemental funding. T F

3. Career education is designed for students from the earliest elementary level through grade 12 and beyond. T F

4. The most effective method of implementing career education in a local school is to establish a separate course designed to survey careers. T F

5. Because career education is economically based, its major purpose is to channel students into careers where manpower needs exist. T F

6. An objective of career education is to facilitate the development of realistic and rational decision making skills on the part of the learner. T F

7. Career education provides academic preparation for college entrance. T F

8. An objective of career education is to place more personnel into technical fields and less into the professions. T F

9. A career oriented curriculum includes the arts and humanities. T F

10. Career education, at the elementary level, is designed to eliminate the fantasy stage of early childhood. T F

11. Career education and vocational education are synonymous. T F

12. Career education provides opportunities for students to explore various occupations while simultaneously gaining competencies in the basic skills. T F

13. Career education gives its main thrust to the non-college bound student. T F

14. Career education recognizes that learning is necessarily an intellectual and academic exercise. T F

15. During the exploration phase of a career education program, the student finalizes his career choice. T F

16. Career education is developmental and begins with an awareness of self and work. T F

17. One aim of career education is a reduction in the dropout rate. T F

18. Career education requires the development of a new curriculum. T F

19. A job and/or educational placement system is not a function of a career education program. T F

20. Career education requires the active participation of parents, employers, and other community members in the total school program. T F

## SECTION IV

DIRECTIONS: Read each statement and decide how you feel about it. Indicate whether you Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or if you are Undecided (U). Use the Undecided (U) category only if you have no opinion. Please circle your response to each item.

1. When parents are utilized as classroom resources, they add significantly to the learning experiences of students. SA A U D SD

2. Career education is needed in Kentucky. SA A U D SD

3. If education were career development oriented, it would be responsive to the needs of more students. SA A U D SD

4. Career education increases students' career options. SA A U D SD

5. Career education has positive value for every student. SA A U D SD

6. Career education does not have a significant effect on the career planning of students. SA A U D SD

7. Career education gives the educator increased opportunities for creativeness in the school setting. SA A U D SD

8. Students are interested in the information they receive from outside resource persons who come into the classroom. SA A U D SD

9. A middle or upper-middle class suburb does not need career education. SA A U D SD

10. Students should have as much exposure to careers as possible. SA A U D SD

11. If more vocational schools were built, career education would not be needed in the typical secondary school curriculum. SA A U D SD

12. Students should not make career plans during high school. SA A U D SD

13. Career education has been a waste of the educator's time. SA A U D SD

14. Students increase their feelings of self-worth through career education. SA A U D SD

15. Career education is a threat to minority groups, i.e., another means of holding them back. SA A U D SD

16. Facilitating the career development of students is the counselor's job, not the teacher's job. SA A U D SD

17. Employers are willing to participate in career education. SA A U D SD

18. Students enrolled in vocational courses (either in the high school or the vocational school) learn enough about the world of work. SA A U D SD

19. Parents who know about career education are supportive of it. SA A U D SD

20. It is not the responsibility of the school to become involved with the placement of exiting students in jobs. SA A U D SD

**PLEASE GO TO LAST PAGE**

## SECTION V

DIRECTIONS:

I. Twelve factors that can influence teaching behavior are listed below. Circle the number that best describes the nature of each factor's influence on your teaching behavior from a career education perspective. Do this now using the key provided in Box I.

II. Now, circle the number that best indicates each factor's degree of influence on your teaching behavior from a career education perspective. Do this using the key provided in Box II.

| FACTORS | I. NATURE OF INFLUENCE<br>1 = Very negative<br>2 = Negative<br>3 = Neutral or None<br>4 = Positive<br>5 = Very Positive | II. DEGREE OF INFLUENCE<br>1 = None or Very Low<br>2 = Low<br>3 = Moderate<br>4 = High<br>5 = Very High |
|---|---|---|
| OTHER TEACHERS in your school | 1 2 3 4 5 | 1 2 3 4 5 |
| TESTING PROGRAMS to measure educational gain | 1 2 3 4 5 | 1 2 3 4 5 |
| PRINCIPAL in your school | 1 2 3 4 5 | 1 2 3 4 5 |
| PARENTS of your students | 1 2 3 4 5 | 1 2 3 4 5 |
| your CURRICULUM SUPERVISOR | 1 2 3 4 5 | 1 2 3 4 5 |
| SOCIAL ENVIRONMENT of your community | 1 2 3 4 5 | 1 2 3 4 5 |
| DIRECTOR of your career education project | 1 2 3 4 5 | 1 2 3 4 5 |
| PHYSICAL FACILITIES of your school | 1 2 3 4 5 | 1 2 3 4 5 |
| SUPERINTENDENT of your school system | 1 2 3 4 5 | 1 2 3 4 5 |
| your BOARD OF EDUCATION | 1 2 3 4 5 | 1 2 3 4 5 |
| available RESOURCE MATERIALS | 1 2 3 4 5 | 1 2 3 4 5 |
| GUIDANCE PERSONNEL in your school | 1 2 3 4 5 | 1 2 3 4 5 |

other (please specify)

| | | |
|---|---|---|
| | 1 2 3 4 5 | 1 2 3 4 5 |

# APPENDIX B

## Career Education Counselor Survey

## and

## Cover Letter

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

Dear Counselor:

Western Kentucky University is conducting a research project concerning career education. The information obtained through the research will, hopefully, be used in both refining existing and planning future programs throughout Kentucky.

A major part of this research involves counselors, teachers, and administrators in some of the schools which have been exposed to career education; therefore, your help is greatly needed. Recognizing how very busy you are, surveys are being used to gather information.

Please take a few minutes to fill out the attached survey. Since you do not sign your name there is no way for us nor anyone else to know which survey you completed.

When you have finished, kindly put the survey back in the envelope in which it came, seal and return it to the collection point in your school office. We will pick the surveys up in a few days.

We greatly appreciate your cooperation and participation.

Sincerely,

Mark Newton
Mark Newton
Project Director

P.S. HAVE A CUP OF COFFEE ON US!

MN:ls

## CAREER EDUCATION COUNSELOR SURVEY (REGION IV)

### SECTION I

DIRECTIONS: Please provide the requested information by checking or filling in the appropriate blank.

1. Male ____ Female ____

2. Age ____

3. Your race: a)____Caucasian
b)____Black
c)____Oriental
d)____Other

4. Years teaching experience: ____

5. Years full-time employment outside the field of education: ____

6. Years counseling experience: ____

7. Which level do you serve? a)____Elem.
b)____Mid. or Jr. High
c)____High School

8. What is your counselor-pupil ratio? ____

9. How many schools do you serve? ____

10. Area(s) you taught: a)____Social Studies
b)____Language Arts
c)____Mathematics
d)____Science
e)____Vocational Educ. (T&I, B&O, DE, Home Ec., Health Occ., Voc. Ag.)
f)____Special Education
g)____Other (please specify)________
________________

11. Have you taken courses specific to career or vocational guidance during your professional preparation as a counselor? a)____Yes b)____No If yes, how many?____

### SECTION II

DIRECTIONS: Based upon your involvement in career education, please provide the requested information by checking or filling in the appropriate blank.

1. Which type of workshop or inservice format has been most effective in increasing your knowledge and understanding of career education? (choose one)

a)____single-session small group
b)____single-session large group
c)____multi-session small group
d)____multi-session large group
e)____combination of c & d
f)____other (please specify)________
________________

2. Which type of workshop format has been least effective in increasing your knowledge and understanding of career education? (choose one)

a)____single-session small group
b)____single-session large group
c)____multi-session small group
d)____multi-session large group
e)____combination of c & d
f)____other (please specify)________
________________

3. Which type of resource person(s) has been most successful in increasing your knowledge and understanding of career education? (choose one)

a)___other teachers or counselors in your school
b)___university faculty (from Ky.)
c)___teachers or counselors from other schools
d)___personnel from Ky. State Dept. of Education
e)___out-of-state career education specialists
f)___other (please specify)________

4. Which type of resource person(s) has been least successful in increasing your knowledge and understanding of career education? (choose one)

a)___other teachers or counselors in your school
b)___university faculty (from Ky.)
c)___teachers or counselors from other schools
d)___personnel from Ky. State Dept. of Education
e)___out-of-state career education specialists
f)___other (please specify)________

5. Which of the following activities has most increased your knowledge and understanding of career education? (choose one)

a)___workshops and/or inservice meetings
b)___university courses
c)___professional meetings
d)___slide/film presentations
e)___reading professional literature
f)___visits to ongoing projects
g)___other (please specify)________

6. Which activity has been the least effective in increasing your knowledge and understanding of career education? (choose one)

a)___workshops and/or inservice meetings
b)___university courses
c)___professional meetings
d)___slide/film presentations
e)___reading professional literature
f)___visits to ongoing projects
g)___other (please specify)________

7. During the past school year, did you initiate or coordinate parental involvement in some career education activity? a)___Yes b)___No If yes, how were they utilized?

a)___resource persons in classroom(s)
b)___provide tours in work setting(s)
c)___provide field-trip transportation
d)___other (please specify)________

8. What has been the most effective method of initiating parental involvement and participation in your school(s)? (choose one)

a)___letters or correspondence sent home
b)___personal contact (face to face)
c)___telephone contact
d)___other (please specify) ________

9. During the past school year, how many trips did you arrange or coordinate for classes to observe the world of work? ____

10. What has been the most effective method of initiating employer involvement and participation in career education? (choose one)

a)____letters sent to business or work setting
b)____personal contact (face to face)
c)____telephone contact
d)____other (please specify) _______________________________________

11. Do you feel employers in your community are aware of career education? a)____Yes b)____No If yes, what do you perceive their attitude toward career education to be?

a)____favorable b)____neutral c)___unfavorable

12. Have students demonstrated increased interest in career guidance since the initiation of your career education program? a)____Yes b)____No If yes, how has this increased interest been demonstrated?

a)____request for career related resource materials
b)____request for personal career guidance
c)____request for interest and/or aptitude tests
d)____other (please specify) _______________________________________

13. Have your duties increased since becoming involved in career education? a)____Yes b)____No If yes, how?

a)____coordinating field trips
b)____coordinating the visitation of resource persons to the school
c)____compiling and maintaining resource files
d)____increased testing
e)____placement duties
f)____other (please specify)__________
______________________________

14. Do you have paraprofessional assistance? a)____Yes b)____No If yes, what kind?
____________________________________________________________

15. What has been the most effective method of providing students with appropriate feedback concerning career related inventories, surveys, tests, etc., which have been administered to them? (choose one)

a)____group guidance sessions
b)____individual guidance sessions
c)____no sessions, but return of profiles
d)____other (please specify)__________
______________________________

## SECTION III

DIRECTIONS: Based upon information you have received about career education, please determine whether each of the following statements is true or false. Circle your response.

1. Occupational clustering is a system designed to organize thousands of occupations and render them educationally manageable and useful. T F

2. The implementation and continuance of career education in a local school requires substantial amounts of supplemental funding. T F

3. Career education is designed for students from the earliest elementary level through grade 12 and beyond. T F

4. The most effective method of implementing career education in a local school is to establish a separate course designed to survey careers. T F

5. Because career education is economically based, its major purpose is to channel students into careers where manpower needs exist. T F

6. An objective of career education is to facilitate the development of realistic and rational decision making skills on the part of the learner. T F

7. Career education provides academic preparation for college entrance. T F

8. An objective of career education is to place more personnel into technical fields and less into the professions. T F

9. A career oriented curriculum includes the arts and humanities. T F

10. Career education, at the elementary level, is designed to eliminate the fantasy stage of early childhood. T F

11. Career education and vocational education are synonymous. T F

12. Career education provides opportunities for students to explore various occupations while simultaneously gaining competencies in the basic skills. T F

13. Career education gives its main thrust to the non-college bound student. T F

14. Career education recognizes that learning is necessarily an intellectual and academic exercise. T F

15. During the exploration phase of a career education program, the student finalizes his career choice. T F

16. Career education is developmental and begins with an awareness of self and work. T F

17. One aim of career education is a reduction in the dropout rate. T F

18. Career education requires the development of a new curriculum. T F

19. A job and/or educational placement system is not a function of a career education program. T F

20. Career education requires the active participation of parents, employers, and other community members in the total school program. T F

## SECTION IV

DIRECTIONS: Read each statement and decide how you feel about it. Indicate whether you Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or if you are Undecided (U). Use the Undecided (U) category only if you have no opinion. Please circle your response to each item.

1. When parents are utilized as classroom resources, they add significantly to the learning experiences of students. SA A U D SD
2. Career education is needed in Kentucky. SA A U D SD
3. If education were career development oriented, it would be responsive to the needs of more students. SA A U D SD
4. Career education increases student's career options. SA A U D SD
5. Career education has positive value for every student. SA A U D SD
6. Career education does not have a significant effect on the career planning of students. SA A U D SD
7. Career education gives the educator increased opportunities for creativeness in the school setting. SA A U D SD
8. Students are interested in the information they receive from outside resource persons who come into the classroom. SA A U D SD
9. A middle or upper-middle class suburb does not need career education. SA A U D SD
10. Students should have as much exposure to careers as possible. SA A U D SD
11. If more vocational schools were built, career education would not be needed in the typical secondary school curriculum. SA A U D SD
12. Students should not make career plans during high school. SA A U D SD
13. Career education has been a waste of the educator's time. SA A U D SD
14. Students increase their feelings of self-worth through career education. SA A U D SD
15. Career education is a threat to minority groups, i.e., another means of holding them back. SA A U D SD
16. Facilitating the career development of students is the counselor's job, not the teacher's job. SA A U D SD
17. Employers are willing to participate in career education. SA A U D SD

18. Students enrolled in vocational courses (either in the high school or the vocational school) learn enough about the world of work. SA A U D SD

19. Parents who know about career education are supportive of it. SA A U D SD

20. It is not the responsibility of the school to become involved with the placement of exiting students in jobs. SA A U D SD

PLEASE GO TO LAST PAGE

## SECTION V

DIRECTIONS:

I. Twelve factors that can influence the development of a career guidance program are listed below. Circle the number that best describes the nature of each factor's influence on your career guidance program. Do this now using the key provided in Box I.

II. Now, circle the number that best describes each factor's degree of influence on the development of your career guidance program. Do this using the key provided in Box II.

| FACTORS | I. NATURE OF INFLUENCE<br>1 = Very negative<br>2 = Negative<br>3 = Neutral or None<br>4 = Positive<br>5 = Very Positive | II. DEGREE OF INFLUENCE<br>1 = None or Very Low<br>2 = Low<br>3 = Moderate<br>4 = High<br>5 = Very High |
|---|---|---|
| TEACHERS in your school(s) | 1 2 3 4 5 | 1 2 3 4 5 |
| TESTING PROGRAMS to measure educational gain | 1 2 3 4 5 | 1 2 3 4 5 |
| PRINCIPAL in your school(s) | 1 2 3 4 5 | 1 2 3 4 5 |
| PARENTS of your students | 1 2 3 4 5 | 1 2 3 4 5 |
| your AREA SUPERVISOR | 1 2 3 4 5 | 1 2 3 4 5 |
| SOCIAL ENVIRONMENT of your community | 1 2 3 4 5 | 1 2 3 4 5 |
| DIRECTOR of your career education project | 1 2 3 4 5 | 1 2 3 4 5 |
| PHYSICAL FACILITIES of your school(s) | 1 2 3 4 5 | 1 2 3 4 5 |
| SUPERINTENDENT of your school system | 1 2 3 4 5 | 1 2 3 4 5 |
| your BOARD OF EDUCATION | 1 2 3 4 5 | 1 2 3 4 5 |
| available RESOURCE MATERIALS | 1 2 3 4 5 | 1 2 3 4 5 |
| other guidance PERSONNEL in your school(s) | 1 2 3 4 5 | 1 2 3 4 5 |

other (please specify)

|  |  |  |
|---|---|---|
|  | 1 2 3 4 5 | 1 2 3 4 5 |

# APPENDIX C

## Career Education Administrator Survey

## and

## Cover Letter

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

Dear Principal,

Western Kentucky University is conducting a research project concerning career education. The information obtained through this research will, hopefully, be used in refining existing and planning future school programs throughout Kentucky.

A major part of this research involves collecting data from administrators, teachers and counselors in some of the schools which have been exposed to career education. Recognizing how very busy you are, surveys are being used to gather information.

Please take a few minutes to fill out the attached survey. As you fill it out, have a cup of coffee on us. We are asking that you do not sign your name.

When you have finished, kindly put the survey back in the envelope in which it came, seal and place it in the pick-up box being used by your teachers. We will pick the surveys up in a few days.

We greatly appreciate your cooperation and participation.

Sincerely,

Mark Newton
Project Director

MN:bs

# CAREER EDUCATION ADMINISTRATOR SURVEY (REGION IV)

## SECTION I

**DIRECTIONS:** Please provide the requested information by checking or filling in the appropriate blank.

1. Male ____ Female ____

2. Age ____

3. Your race:
a)____Caucasian
b)____Black
c)____Oriental
d)____Other

4. Years teaching experience: ____

5. Years experience as an educational administrator: ____

6. At which level are you an administrator:
a)____Elem.
b)____Mid. or Jr. High
c)____High School

7. Years full-time employment outside the field of education: ____

8. Area(s) you taught:
a)____Social Studies
b)____Language Arts
c)____Mathematics
d)____Science
e)____Vocational Educ. (T&I, B&O, DE, Health Occ., Home E., Voc. Ag.)
f)____Special Education
g)____Other (please specify__________
______________________________

## SECTION II

**DIRECTIONS:** Based upon your involvement in career education, please provide the requested information by checking or filling in the appropriate blank.

1. Which type of workshop or inservice format has been most effective in increasing your knowledge and understanding of career education? (choose one)

a)____single-session small group
b)____single-session large group
c)____multi-session small group
d)____multi-session large group
e)____combination of c & d
f)____other (please specify)__________
______________________________

2. Which type of workshop or inservice format has been least effective in increasing your knowledge and understanding of career education? (choose one)

a)____single-session small group
b)____single-session large group
c)____multi-session small group
d)____multi-session large group
e)____combination of c & d
f)____other (please specify)__________
______________________________

3. Which type of resource person(s) has been most successful in increasing your knowledge and understanding of career education? (choose one)

a)___teachers or counselors in your school
b)___university faculty (from Ky.)
c)___teachers, counselors, or administrators from other schools
d)___personnel from Ky. State Dept. of Education
e)___out-of-state career education specialists
f)___other (please specify)______________________________

4. Which type of resource person(s) has been least successful in increasing your knowledge and understanding of career education? (choose one)

a)___teachers or counselors in your school
b)___university faculty (from Ky.)
c)___teachers, counselors, or administrators from other schools
d)___personnel from Ky. State Dept. of Education
e)___out-of-state career education specialists
f)___other (please specify)______________________________

5. Which of the following activities has most increased your knowledge and understanding of career education? (choose one)

a)___workshops and/or inservice meetings
b)___university courses
c)___professional meetings
d)___slide/film presentation
e)___reading professional literature
f)___visits to ongoing projects
g)___other (please specify)____________
______________________________

6. Which activity has been the least effective in increasing your knowledge and understanding of career education? (choose one)

a)___workshops and/or inservice meetings
b)___university courses
c)___professional meetings
d)___slide/film presentation
e)___reading professional literature
f)___visits to ongoing projects
g)___other (please specify)____________
______________________________

7. What has been the most effective method of initiating parental involvement and participation in your school? (choose one)

a)___letters or correspondence sent home
b)___personal contact (face to face)
c)___telephone contact
d)___arrangements made through guidance office
e)___other (please specify)______________________________

8. Have in-house funds been available for assisting with the implementation of career education in your school? a)___Yes b)___No
If yes, how have the majority of these funds been used?

a)___purchase resource materials
b)___pay consultants for in-service workshop activities
c)___pay for field trip transportation
d)___modify physical facilities
e)___purchase career guidance materials or tests
f)___overtime/incentive pay to staff for curriculum development
g)___purchase equipment for hands-on experiences
h)___other (please specify)______________

9. What has been the most effective method of initiating employer involvement and participation in your school? (choose one)

a)___letters sent to business or work setting
b)___arrangements through guidance office
c)___personal contact (face to face)
d)___telephone contact
e)___other (please specify)______________

10. Do you feel employers in your community are aware of career education? a)___Yes b)___No If yes, what do you perceive their attitude toward career education to be?

a)___favorable b)___neutral c)___unfavorable

11. Have you initiated any public relations activities concerning career education in your school? a)___Yes b)___No If yes, what kind?

a)___newspaper exposure
b)___TV/radio exposure
c)___pamphlet or brochure for dissemination
d)___slide/tape presentation
e)___provide speakers for civic club meetings
f)___other (please specify)______________

12. If you have initiated public relations activities, which has elicited the most positive feedback? (choose one) If no activity has been initiated, leave blank.

a)___newspaper exposure
b)___TV/radio exposure
c)___pamphlet or brochure for dissemination
d)___slide/tape presentation
e)___provide speakers for civic club meetings
f)___other (please specify)______________

## SECTION III

DIRECTIONS: Based upon information you have received about career education, please determine whether each of the following statements is true or false. Circle your response.

1. Occupational clustering is a system designed to organize thousands of occupations and render them educationally manageable and useful. T F

2. The implementation and continuance of career education in a local school requires substantial amounts of supplemental funding. T F

3. Career education is designed for students from the earliest elementary level through grade 12 and beyond. T F

4. The most effective method of implementing career education in a local school is to establish a separate course designed to survey careers. T F

5. Because career education is economically based, its major purpose is to channel students into careers where manpower needs exist. T F

6. An objective of career education is to facilitate the development of realistic and rational decision making skills on the part of the learner. T F

7. Career education provides academic preparation for college entrance. T F

8. An objective of career education is to place more personnel into technical fields and less into the professions. T F

9. A career oriented curriculum includes the arts and humanities. T F

10. Career education, at the elementary level, is designed to eliminate the fantasy stage of early childhood. T F

11. Career education and vocational education are synonymous. T F

12. Career education provides opportunities for students to explore various occupations while simultaneously gaining competencies in the basic skills. T F

13. Career education gives its main thrust to the non-college bound student. T F

14. Career education recognizes that learning is necessarily an intellectual and academic exercise. T F

15. During the exploration phase of a career education program, the student finalizes his career choice. T F

16. Career education is developmental and begins with an awareness of self and work. T F

17. One aim of career education is a reduction in the dropout rate. T F

18. Career education requires the development of a new curriculum. T F

19. A job and/or educational placement system is not a function of a career education program. T F

20. Career education requires the active participation of parents, employers, and other community members in the total school program. T F

## SECTION IV

DIRECTIONS: Read each statement and decide how you feel about it. Indicate whether you Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or if you are Undecided (U). Use the Undecided (U) category only if you have no opinion. Please circle your response to each item.

1. When parents are utilized as classroom resources, they add significantly to the learning experiences of students. SA A U D SD
2. Career education is needed in Kentucky. SA A U D SD
3. If education were career development oriented, it would be responsive to the needs of more students. SA A U D SD
4. Career education increases students' career options. SA A U D SD
5. Career education has positive value for every student. SA A U D SD
6. Career education does not have a significant effect on the career planning of students. SA A U D SD
7. Career education gives the educator increased opportunities for creativeness in the school setting. SA A U D SD
8. Students are interested in the information they receive from outside resource persons who come into the classroom. SA A U D SD
9. A middle or upper-middle class suburb does not need career education. SA A U D SD
10. Students should have as much exposure to careers as possible. SA A U D SD
11. If more vocational schools were built, career education would not be needed in the typical secondary school curriculum. SA A U D SD
12. Students should not make career plans during high school. SA A U D SD
13. Career education has been a waste of the educator's time. SA A U D SD
14. Students increase their feelings of self-worth through career education. SA A U D SD
15. Career education is a threat to minority groups, i.e., another means of holding them back. SA A U D SD
16. Facilitating the career development of students is the counselor's job, not the teacher's job. SA A U D SD
17. Employers are willing to participate in career education. SA A U D SD

18. Students enrolled in vocational courses (either in the high school or the vocational school) learn enough about the world of work. SA A U D SD

19. Parents who know about career education are supportive of it. SA A U D SD

20. It is not the responsibility of the school to become involved with the placement of exiting students in jobs. SA A U D SD

PLEASE GO TO LAST PAGE

## SECTION V

DIRECTIONS:

I. Twelve factors that can influence the development and implementation of a career education program in a local school are listed below. Circle the number that best describes the nature of each factor's influence on the development and implementation of career education in your school. Do this now using the key provided in Box I.

II. Now, circle the number that best indicates each factor's degree of influence. Do this using the key provided in Box II.

| FACTORS | I. NATURE OF INFLUENCE<br>1 = Very negative<br>2 = Negative<br>3 = Neutral or None<br>4 = Positive<br>5 = Very Positive | II. DEGREE OF INFLUENCE<br>1 = None or Very Low<br>2 = Low<br>3 = Moderate<br>4 = High<br>5 = Very High |
|---|---|---|
| TEACHERS in your school | 1 2 3 4 5 | 1 2 3 4 5 |
| TESTING PROGRAMS to measure educational gain | 1 2 3 4 5 | 1 2 3 4 5 |
| OTHER PRINCIPALS in your school system | 1 2 3 4 5 | 1 2 3 4 5 |
| PARENTS of your students | 1 2 3 4 5 | 1 2 3 4 5 |
| CURRICULUM SUPERVISORS | 1 2 3 4 5 | 1 2 3 4 5 |
| SOCIAL ENVIRONMENT of your community | 1 2 3 4 5 | 1 2 3 4 5 |
| DIRECTOR of your career education project | 1 2 3 4 5 | 1 2 3 4 5 |
| PHYSICAL FACILITIES of your school | 1 2 3 4 5 | 1 2 3 4 5 |
| SUPERINTENDENT of your school system | 1 2 3 4 5 | 1 2 3 4 5 |
| your BOARD OF EDUCATION | 1 2 3 4 5 | 1 2 3 4 5 |
| available RESOURCE MATERIALS | 1 2 3 4 5 | 1 2 3 4 5 |
| GUIDANCE PERSONNEL in your school | 1 2 3 4 5 | 1 2 3 4 5 |

other (please specify)

| | | |
|---|---|---|
| | 1 2 3 4 5 | 1 2 3 4 5 |

# APPENDIX D

## Parent Survey About School

## and

## Pre - Post Letters

Dear Parent,

Western Kentucky University is conducting a research project for the State Department of Education. Your name was randomly selected from a list of all parents who have children in local schools. In a few days you will receive a questionnaire for parents. By filling out and returning the questionnaire you will help shape educational programs in many schools throughout the country, including your own.

We sincerely need and appreciate your help.

Respectfully,

Mark Newton
Project Director

---

Dear Parents:

Approximately one week ago you received a questionnaire as part of a research project being conducted by Western Kentucky University for the State Department of Education. This is a courtesy reminder for you to complete your questionnaire and return it to us as soon as possible. We have no record of who has returned questionnaires because they are not to be signed. Therefore, we are sending this reminder to all participating parents. If you have already returned your questionnaire please disregard this reminder and accept our sincere thanks for your help.

Respectfully,

Mark Newton
Project Director

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

Dear Parent:

We need your help. A few days ago you received a postcard concerning a research project being conducted by Western Kentucky University for the State Department of Education. A major part of this research involves you. Information from you is very important because we are trying to give your child the best education possible.

Please take a few minutes to sit down and fill out the attached survey. As you fill it out, have a cup of coffee on us. Please be as honest as possible! DO NOT SIGN YOUR NAME. There is no way for us or anyone else to ever know which survey you filled out. When you've finished, kindly put the survey in the stamped envelope provided and drop it in the mail.

Thank you for your time in this important project.

Sincerely,

Mark Newton
Project Director

MN:lm

# PARENT SURVEY ABOUT SCHOOL

(Region IV)

DIRECTIONS: Please provide the requested information by checking or filling in the blanks.

1. If you wanted to know more about school programs, who would you ask first? (Check one)

   a) ____ a teacher
   b) ____ a counselor
   c) ____ a principal
   d) ____ other parents
   e) ____ other (please list)
   ______________________

2. What is the best way to let you know about different programs in local schools? (Check one)

   a) ____ letters sent from school
   b) ____ radio
   c) ____ TV
   d) ____ visits to your home by people who work for the school
   e) ____ P.T.A. meetings
   f) ____ visits to school
   g) ____ other (please list)
   ______________________
   ______________________
   ______________________

3. Do you know about a program in your local schools called "career education" or "the world of work?"

   a) ____ Yes
   b) ____ No

4. If your answer was yes in question #3, how did you hear about the program?

   a) ____ letters sent from school
   b) ____ civic club meetings
   c) ____ P.T.A.
   d) ____ newspaper
   e) ____ TV
   f) ____ radio
   g) ____ visit to school
   h) ____ other parents
   i) ____ other (please list)
   ______________________

5. If you know about the "career education" or "world of work" program, how do you feel about it?

   a) ____ good
   b) ____ bad
   c) ____ no opinion

6. Should pupils begin to make career plans while they are still in school?

   a) ____ Yes
   b) ____ No

7. Do you think that schools give pupils enough help in career planning?

a) ____ Yes b) ____ No

8. Should schools help pupils find part-time jobs?

a) ____ Yes b) ____ No

9. Should schools help pupils find full-time jobs when they leave school?

a) ____ Yes b) ____ No

10. Would pupils be able to make better career plans if they were exposed to different types of jobs, trades, and professions?

a) ____ Yes b) ____ No

11. Do you think pupils should be exposed to different jobs, trades, and professions as a part of their regular school program?

a) ____ Yes b) ____ No

12. Have you been asked to do any of the following things during the past year?

a) ____ Yes ____ No provide rides for pupils taking school trips
b) ____ Yes ____ No come to school and talk to pupils about your job or hobby
c) ____ Yes ____ No arrange for pupils to visit your work place
d) ____ Yes ____ No serve as a member of a school/community committee
e) ____ Yes ____ No serve as a volunteer teacher's or counselor's helper

13. Would you be willing to help arrange for pupils to visit where you work?

a) ____ Yes b) ____ No

14. Would you be willing to go to a school to talk with pupils about your job or hobby?

a) ____ Yes b) ____ No

15. A number of pupils in your area go to the vocational school.

Most of the pupils who go to the vocational school are: (Check one)

a) ____ above average pupils
b) ____ average pupils
c) ____ below average pupils

16. Vocational schools offer many kinds of classes. Classes offered by vocational schools are for: (Check one)

a) ____ above average pupils
b) ____ average pupils
c) ____ below average pupils
d) ____ a, b, and c

## SECTION II

DIRECTIONS: Please provide the requested personal information by checking or filling in the blanks.

1. Who is filling out this questionnaire?

a) ____ mother (or female guardian)
b) ____ father (or male guardian)

2. Wife's age ____

3. Husband's age ____

4. Your race: a) ____ White
b) ____ Black
c) ____ Oriental
d) ____ Other

5. How many children do you have?
____________________

6. Wife's occupation: ______________________________

7. Husband's occupation: ______________________________

8. What was your approximate family income in 1973? (Check one)

a) ____ less than $5,000
b) ____ $5,000 - $6,999
c) ____ $7,000 - $8,999
d) ____ $9,000 - $10,999
e) ____ $11,000 - $12,999
f) ____ $13,000 - $14,999
g) ____ $15,000 - $16,999
h) ____ $17,000 - $20,000
i) ____ more than $20,000

9. Are both mother and father (or male and female guardian) living in the home?

a) ____ Yes
b) ____ No

10. How far in school did the husband go? (Check one)

a) ____ grade 6 or less
b) ____ 7-9
c) ____ 10-11
d) ____ high school graduate
e) ____ some college
f) ____ college graduate

11. How far in school did the wife go? (Check one)

a) ____ grade 6 or less
b) ____ 7-9
c) ____ 10-11
d) ____ high school graduate
e) ____ some college
f) ____ college graduate

12. Did you attend a vocational, technical, or trade school?

a) ____ Yes
b) ____ No

13. Did your spouse attend a vocational, technical, or trade school?

a) ____ Yes
b) ____ No

14. Have any of your children taken (or are they now taking) vocational classes at the junior high, high school, or at the vocational school?

a) ____ Yes
b) ____ No
c) ____ I don't know

15. Have you visited your child's school within the last year?

a) ____ Yes
b) ____ No

16. Have you visited a vocational school within the last three years?

a) ____ Yes
b) ____ No

17. What are your hopes for your oldest school age child when he/she leaves school?

a) ____ get a job
b) ____ military service
c) ____ vocational/technical school
d) ____ business school
e) ____ college
f) ____ other (please list)________
____________________

## SECTION III

DIRECTIONS: Please answer the next two questions.

1. What three things do you like best about your local public schools?

a) ____________________

____________________

____________________

b) ____________________

____________________

____________________

c) ____________________

____________________

____________________

2. What three things do you like least about your local public schools?

a) ____________________

____________________

____________________

b) ____________________

____________________

____________________

c) ____________________

____________________

____________________

THANK YOU FOR YOUR TIME

# APPENDIX E

## Career Education Student Interview Guide

# CAREER EDUCATION STUDENT INTERVIEW GUIDE

## SECTION I

1. Sex: Male ____ Female ____ 3. Age ____

2. Area: City School ____ County School ____ 4. Race ____

5. Do you plan to graduate from high school? a)____Yes b)____No

6. What are your plans after high school:

a)____Marriage
b)____Armed Forces
c)____Job
d)____Business School
e)____Two-year College
f)____Four-year College
g)____Vocational/Tech. School
h)____Uncertain
i)____Other (please specify)
________________________________

7. Have you:

a) Started to think about a career Yes ____ No ____
b) Considered several career possibilities Yes ____ No ____
c) Selected a career Yes ____ No ____
d) If yes, (c), what career have you selected? ________________________

8. Which of the following would you consider to be the three most important things you would look for in a career?

a)____Personal freedom
b)____Money
c)____Social service
d)____Leisure time
e)____Challenge
f)____Security
g)____Fringe benefits
h)____Physical safety
i)____Social status/prestige
j)____Intellectual growth opportunity
k)____Type of fellow workers
l)____Chance for creativity
m)____Ease of job
n)____Advancement opportunities
o)____Degree of responsibility
p)____Amount of education/training required

9. Do you expect your career to be fulltime and life long? Yes ____ No ____

10. How many types of jobs have you had:
a)____Paying or non-paying during school or part time
b)____Paying or non-paying during the summer
c)____Social service/volunteer jobs during school or summer

11. How far in school did your father go?

a)____Grade 6 or less
b)____Grade 7 - 9
c)____Grade 10 - 11
d)____Grade 12 (graduate)
e)____Uncertain
f)____College 1 - 2 years
g)____College 4 years
h)____More than 4 years college
i)____Training beyond high school (business college or tech.)

12. How far in school did your mother go?

a)____Grade 6 or less
b)____Grade 7 - 9
c)____Grade 10 - 11
d)____Grade 12 (Graduate)
e)____Uncertain
f)____College 1 - 2 years
g)____College 4 years
h)____More than 4 years college
i)____Training beyond high school (business college or tech.)

13. During the past school year, to whom have you talked most about your career plans?

a)____Guidance Counselors
b)____Teachers
d)____Another adult
e)____State or Commercial Employment Service Personnel

14. Have you taken or are you now taking classes in which you try out working at different types of jobs? a)____Yes b)____No
How many? ____
What ones were/are they?

15. Have you ever visited a Vocational School? a)____Yes b)____No

## SECTION II

16. What does the term "career education" mean to you?

17. What does the term "vocational education" mean to you?

18. Are you aware of a program or project which exists in your school called "career education" or "world-of-work"? a)____Yes b)____No

If yes, what is your attitude toward the program?

a)____Good b)____Bad c)____Neutral

What do you think your teachers' attitudes are toward the program?

a)____Good b)____Bad c)____Neutral

19. In the classes you have taken or are now taking, do you discuss or read about different jobs or careers which are related to those classes?
a)____Yes b)____No

20. Have persons from outside of school visited and talked in your classes about different jobs, careers, or hobbies which are related to your classes?
a)____Yes b)____No

How many outside persons have you been exposed to during the past year? _____

Do you feel such experiences were worthwhile? a)____Yes b)____No
Why?

Would you like more exposure to persons from outside the school?
a)____Yes b)____No

21. Have any of your classes visited various businesses, agencies, or industries during the past year? a)____Yes b)____No
How many? _____
Have such experiences been worthwhile for you? a)____Yes b)____No
Why?

23. What do you see as the strengths of your school's career education or world-of-work program?

24. What do you see as the weaknesses of your school's career education or world-of-work program?

25. What suggestions for improvement would you make?

26. What do you think are the three greatest strengths of your local public schools?

1.

2.

3.

27. What do you think are the three greatest weaknesses of your public schools?

1.

2.

3.

## SECTION III

## IMPORTANT HELPERS

We would like to know who has helped you the most in establishing your plans following high school.

First, read through the list below so that you can get an idea of the choices we have listed. Do this now.

Now, circle the number that best represents how much each has helped you in establishing your plans following high school. Please be honest and as accurate as possible.

1 = none
2 = a little bit
3 = somewhat
4 = a lot

| | | | | |
|---|---|---|---|---|
| Father | 1 | 2 | 3 | 4 |
| Mother | 1 | 2 | 3 | 4 |
| Other Male Relative | 1 | 2 | 3 | 4 |
| Other Female Relative | 1 | 2 | 3 | 4 |
| Male Teachers and/or Principal | 1 | 2 | 3 | 4 |
| Female Teachers and/or Principal | 1 | 2 | 3 | 4 |
| Male Guidance Counselors | 1 | 2 | 3 | 4 |
| Female Guidance Counselors | 1 | 2 | 3 | 4 |
| Other Adult Males | 1 | 2 | 3 | 4 |
| Other Adult Females | 1 | 2 | 3 | 4 |
| Male Friends (your age) | 1 | 2 | 3 | 4 |
| Female Friends (your age) | 1 | 2 | 3 | 4 |
| Other (please specify) _______________ | 1 | 2 | 3 | 4 |

# APPENDIX F

## Scoring Key for Knowledge Subsection

# KEY FOR CAREER EDUCATION KNOWLEDGE SUBSECTION

| Item Number | Correct Response |
|---|---|
| 1 | T |
| 2 | F |
| 3 | T |
| 4 | F |
| 5 | F |
| 6 | T |
| 7 | T |
| 8 | F |
| 9 | T |
| 10 | F |
| 11 | F |
| 12 | T |
| 13 | F |
| 14 | F |
| 15 | F |
| 16 | T |
| 17 | T |
| 18 | F |
| 19 | F |
| 20 | T |

# APPENDIX G

## Regression Analysis Variable Lists and Summary Tables

## REGRESSION ANALYSIS: TEACHERS AND ADMINISTRATORS

Variable List:

1. Attitude Toward Career Education
2. Knowledge of Career Education
3. Age
4. Years Teaching, Counseling, or Administration Experience
5. Years Employment Outside the Field of Education

### TEACHERS

Dependent Variable: KNOWLEDGE OF CAREER EDUCATION

Predictor Variables: Attitude, Years Teaching Experience; Age

SUMMARY TABLE

| Predictor Variable | Multiple R | R Square | R Square Change | Simple R |
|---|---|---|---|---|
| Attitude | 0.52732 | 0.27807 | 0.27807 | 0.52732 |
| Years Tch. Exp. | 0.53537 | 0.28662 | 0.00855 | -0.05887 |
| Age | 0.53741 | 0.28881 | 0.00219 | 0.03937 |

Dependent Variable: ATTITUDE TOWARD CAREER EDUCATION

Predictor Variables: Knowledge; Years Teaching Experience; Years Employment Outside of Education

SUMMARY TABLE

| Predictor Variable | Multiple R | R Square | R Square Change | Simple R |
|---|---|---|---|---|
| Knowledge | 0.52732 | 0.27807 | 0.27807 | 0.52732 |
| Years Tch. Exp. | 0.53573 | 0.28701 | 0.00894 | 0.06334 |
| Years Exp. Outside Ed. | 0.53937 | 0.29092 | 0.00391 | 0.08545 |

## ADMINISTRATORS

Dependent Variable: KNOWLEDGE OF CAREER EDUCATION

Predictor Variable: Age; Years Administrative Experience; Years Employment Outside of Education; Attitude Toward Career Education

### SUMMARY TABLE

| Predictor Variable | Multpie R | R Square | R Square Change | Simple R |
|---|---|---|---|---|
| Age | 0.44263 | 0.19592 | 0.19592 | -0.44263 |
| Years Admin. Exp. | 0.65647 | 0.43095 | 0.23503 | 0.09160 |
| Years Exp. Outside Education | 0.83681 | 0.70025 | 0.26930 | 0.36808 |
| Attitude | 0.85619 | 0.73306 | 0.03280 | 0.15316 |

Dependent Variable: ATTITUDE TOWARD CAREER EDUCATION

Predictor Variable: Years Employment Outside Education; Years Administrative Experience; Age; Knowledge

### SUMMARY TABLE

| Predictor Variable | Multiple R | R Square | R Square Change | Simple R |
|---|---|---|---|---|
| Years Emp. Outside Education | 0.41191 | 0.16967 | 0.16967 | 0.41191 |
| Years Admin. Experience | 0.44703 | 0.19984 | 0.03017 | 0.19936 |
| Age | 0.48864 | 0.23877 | 0.03893 | 0.04661 |
| Knowledge | 0.56752 | 0.32208 | 0.08331 | 0.15316 |